

UNIVERSAL
LIBRARY



123 138

UNIVERSAL
LIBRARY

**EVALUATION AND REVISION
OF THE
LIBRARY SCHOOL CURRICULUM**

By

EDWARD A. WIGHT

Peabody Contributions to Library Education
Number 1



PEABODY PRESS

Nashville 4

1945

Tennessee

PEABODY CONTRIBUTIONS TO LIBRARY EDUCATION

- No. 1. Evaluation and Revision of the Library
School Curriculum

Edward A. Wight

- No. 2. Manual of Techniques in Library Organ-
ization (in press)

Ruby Ethel Cundiff

- No. 3. Handbook of Card Forms for Cataloging
(in press)

Robert R. Douglass

TABLE OF CONTENTS

Chapter	Page
PREFACE.	v
I INTRODUCTION	1
Points of View.	1
II CURRICULUM CONTENT	3
The Core.	3
Third-Quarter Elective Courses.	13
III ATTAINMENT OF OBJECTIVES	21
Procedure	21
The Core.	22
Third-Quarter Elective Courses.	27
IV INSTRUCTIONAL METHODS.	32
Lecture, Reading, Discussion, and Problems.	32
Courses, Practice, and Experience	33
Suggestions by Graduates.	34
V REVISIONS IN THE CURRICULUM.	37
The Core.	37
Third-Quarter Elective Courses.	44
Practice Work	50
Other Recommended Revisions	55
Second-Year Course.	57
APPENDIX - TABLES.	61

LIST OF TABLES

	Page
TABLE I EVALUATION OF OBJECTIVES IN ORGANIZATION AND ADMINISTRATION	22
TABLE II EVALUATION OF OBJECTIVES IN PRINCIPLES OF LIBRARIANSHIP	23
TABLE III EVALUATION BY GRADUATES OF OBJECTIVES IN BOOK SELECTION	24
TABLE IV EVALUATION BY GRADUATES OF OBJECTIVES IN REFERENCE AND BIBLIOGRAPHY	25
TABLE V FREQUENCY WITH WHICH GRADUATES REPORT MAKING SOME TYPES OF CATALOG ENTRIES IN VARIOUS TYPES OF LIBRARIES	26
TABLE VI EVALUATION BY GRADUATES OF OBJECTIVES OF COURSES FOR SCHOOL LIBRARIANS.	28
TABLE VII EVALUATION BY GRADUATES OF OBJECTIVES OF COURSES FOR COLLEGE LIBRARIANS.	29
TABLE VIII EVALUATION BY GRADUATES OF OBJECTIVES OF THE COURSE IN LIBRARY FRONTIERS.	30

PREFACE

This study was initiated in the fall of 1941, when the writer came to George Peabody College for Teachers as Professor of Library Education under a grant from the General Education Board. The survey of the Library School curriculum was set up under the Division of Surveys and Field Studies, with Miss Mary U. Rothrock, Library Specialist of the Tennessee Valley Authority, as consultant.

The survey committee consisted of Miss Rothrock, Mr. Shores, Director of the Library School, Mr. Brewton, Director, and Mr. Harap, Assistant Director of the Division of Surveys and Field Studies, and the writer. Three meetings of the survey committee were held, when various aspects of the study were discussed and planned.

In September of 1942, when some data had been gathered and analysis begun, Mr. Shores joined the armed forces and the writer became Acting Director of the Library School, with a full-time teaching load. Active work on the study was discontinued, although curriculum revision by the faculty continued.

This report has been hurriedly prepared, in a brief interval between a change in employment. It is by no means a complete report of the study as originally planned. It is primarily a record of some of the changes that have taken place in the Library School curriculum, with some of the supporting data, and some opinions of the writer with respect to the nature and direction of other desirable changes.

The writer is particularly indebted to members of the Survey Committee, to the staff of the Library School, to the many graduates who supplied information, and to the General Education Board. For the opinions expressed and the form and content of the report the writer alone accepts responsibility.

September 1, 1944.

Edward A. Wight
Library School
George Peabody College for Teachers

CHAPTER I

INTRODUCTION

During the fall and winter of 1941-42 the faculty of the Library School held several meetings at the home of the Director. After the conclusion of the business of the regular meetings, the faculty engaged in a discussion of some of the underlying principles upon which library service is based and which together represent the background or philosophy upon which the content of a curriculum for training librarians may be planned and evaluated. These points of view should also serve as guides in making basic decisions with respect to curriculum revision.

No transcript of the discussion was made, but the faculty minutes included brief statements of the questions discussed and the opinions expressed. The paragraphs which follow represent an effort to condense the gist of the discussion of several evenings into a brief statement which purports to represent the philosophy of librarianship of the faculty at that time. The statement is by no means comprehensive nor equally developed in details, and it has not been previously reduced to writing or subject to criticism of the faculty.

Points of View

The library is an agency which society has evolved to acquire, preserve, and utilize books and other forms of recorded information which are assumed to be of value. Just as no two communities are identical, no two libraries are exactly alike in the amount and content of their information, nor in the forms and treatment of materials.

The functions of the library are derived from the needs, recognized or assumed, of the portion of the community which represents the clientele of the library. Although the library has a history which is rich in the scholarly and classical tradition, the modern library recognizes its responsibility for attempting general dissemination of the tremendous body of information about scientific, technical, and practical affairs which are assuming such importance in daily living and in long-term efforts to plan systematically for general social betterment. Because of the tremendous amount of knowledge, and the rapidity with which it expands, no library can ever be complete except in a very narrow range of time and material. Many specialized collections will be defined within narrow limitations of objectives and subjects.

The quantity and quality of service of a library will depend upon conditions largely inherent in the community. Among these are the recognized or assumed needs, the amount of money available for annual support, the general level of other community services, and the extent to which individuals and larger governmental units contribute to the financial support of the library. In general, a community may be expected to provide financial support for library service in proportion to its financial ability to support other types of services and in proportion to its recognition of the worth of the services provided or proposed.

Provision of public financial support of a library is based upon the assumption that the type of service rendered is for the common good and is more efficiently and equitably provided by government than by private initiative for profit. As a publicly-supported service, without the checks and controls of private competitive business, the library should continuously study the worth and efficiency of its program with relation to the needs and financial ability of the community to support public services in general.

The community of the library - be it school, college, technical or other type - is defined in terms of the purposes for which the library exists and the clientele which it serves. The library derives its functions from the objectives and program of the supporting institution or organization.

The Library School has for its general purpose the preparation of personnel for the professional requirements of libraries. Since each library, by definition, has an element of uniqueness, the professional preparation attempts to include in the basic one-year curriculum: (a) major techniques, knowledge, skills, attitudes, and points of view that are assumed to represent the nearest common denominator of the professional curriculum; and (b) in some fields, a smaller body of knowledge and skills more or less unique to each field.

Just as a library has a particular responsibility to its constituency, so the Library School of George Peabody College for Teachers recognizes a major responsibility to serve the library needs of the South. As education advances in the South there will be need for more librarians with training beyond a single professional year, particularly in supervisory positions in states, cities, and counties; in administrative positions in large libraries; and in specialized subject areas such as medicine, law, engineering, business, etcetera.

Peabody's Library School will need to keep pace with educational developments, and to expand its curriculum to provide specialized training for present and future needs.

CHAPTER II

CURRICULUM CONTENT

It is difficult to describe the entire content of the first-year curriculum. The content and course organization have tended to vary considerably in the approximately ten years that the School has been accredited on the graduate level. Changes were in process in the years 1940-41 and 1941-42. This study was initiated in the fall of 1941. The Library School bulletin of the latter year listed both the old courses which were to be dropped (but which were still to be offered for those who were completing the year course in successive summers) and the new courses (including third-quarter courses on the 500 level)¹ which were to be offered during the regular year for those entering in the fall quarter and completing the curriculum in three successive quarters. Some of the courses for which outlines were submitted in the fall of 1941 were therefore not offered during the regular year, but had been offered in previous years.

Since the material of the library science curriculum is scattered in many sources, and only a few textbooks for the basic courses are available, the content of courses varies considerably with changes in instructors. Comprehensive outlines or syllabi are not available to students and the content and references for readings of successive units or problems are distributed on mimeographed sheets at irregular intervals in class periods.

The fall of 1941 marked the change to the two-quarter core curriculum required of all candidates for the degree. Although this was not the curriculum which was experienced by the graduates prior to the time this study was initiated, to a large extent it represents much of the same content but in reorganized form. It was therefore decided to present the data of this chapter in the organization typical of the 1943-44 curriculum.

The Core

The "core" of the curriculum consists of eight courses fairly typical of the traditional library school course content. The core includes the first two quarters of the school year, the normal student load being four courses each quarter. The two-quarter sequence of core courses includes the following: 400A, Organization and administration, followed by 400B, Principles of librarianship; 405A, Cataloging and classification, followed by 405B, Cataloging and classification; 415A, Reference and bibliography, followed by 415B, Reference and bibliography, and 417A, Book selection, followed by 417B, Selection of materials for popular libraries. Each of these courses carries a credit value of four quarter hours.

In the fall of 1941 instructors prepared for this study an outline of each course which included the major objectives, the course content, and the approximate time devoted

¹ Courses numbered 500 and above are graduate courses; those numbered 400 to 499 are open to both senior college and graduate students.

to each unit. A summary of the course content of the core curriculum is given in the following pages. The objectives are not listed here, since they will be presented in a later section.

400A. Organization and Administration

I. Order work

1. Purpose
2. Trade bibliographies
3. National bibliographies
4. Agents
5. Outgoing orders
6. Incoming orders
7. Business records

II. Accessioning

1. Purpose
2. Methods
3. Application

III. Inventory

1. Purpose
2. Routine

IV. Circulation

1. Objective
2. Preparation of books for shelves
3. Systems of circulation
 - a. Daybook
 - b. Ledger
 - c. Temporary card
 - d. Browne system
 - e. Newark
 - f. Detroit
 - g. Charging machines
 - h. Hollerith punched card system
 - i. Data tab system
 - j. Microfilm system
4. Routines
5. Reserves
6. Statistics

V. Care and binding of books and magazines

1. Physical parts of a book
2. Books needing binding
3. Books needing mending
4. Binding routine
 - Methods
 - Records
5. Mending routine

VI. Periodicals, gifts, exchanges

1. Order routine
2. Checking routine

VII. Selection and care of pamphlets, clippings, and other miscellany

1. Sources
2. Routines for acquisition
3. Methods of care

400A. Organization and Administration (Cont.)

VIII. Statistics and reports

Statistics

1. Construction and interpretation of graphs
2. General nature of statistical investigation
3. Terms used in statistical studies

Reports

1. Content
2. Form

400B. Principles of Librarianship

I. Functions and aims of American libraries

1. Preservation of knowledge
2. Dissemination of knowledge

II. Present status of librarianship

1. Philosophy of librarianship
 - a. Do we have a philosophy
 - b. Purpose of our philosophy
 - c. Content of our philosophy
 - d. Value of our philosophy
2. Science of librarianship
 - a. Is librarianship a science
 - b. Methods of science
 - c. Values of scientific method in the library field
 - d. Objections to the scientific method as applied to library problems
3. Librarianship as a profession
 - a. Requirements of a profession
 - b. Comparison of profession and trade
 - c. Opportunities in the library world
 - d. Qualifications demanded
 - (1) Training
 - (2) Traits
 - e. Legal status (including certification)
 - f. Professional ethics

III. Library background and development

1. Origins of the American college library
2. Proprietary, subscription, mercantile, and society libraries
3. Development of the free public library
4. Development of other types of libraries
 - a. National
 - b. State
 - c. County
 - d. School - elementary and secondary
 - e. Business and other special
5. Organization and administration
 - a. Legislation
 - b. Trustees
 - c. Units of administration
 - (1) History
 - (2) Proposed measures (including state planning and federal aid)
6. Organizations
 - a. A.L.A.
 - b. State, regional, and local
7. Leaders, personal and institutional (historical study)

400B. Principles of Librarianship (Cont.)

IV. The library in our present society

1. Users of the library
 - a. Percentage of users
 - b. Adult education and the library
 - c. College and university users
 - d. Secondary school users
 - e. Elementary school users
 - f. Pre-school users
2. Service offered to users
 - a. In the library
 - b. Outside the library
3. Building required to give this service
4. Materials required to give this service
 - a. Kinds of reading materials
 - b. Visual aids
 - c. Factors affecting selection of materials
5. Organization within the library to give this service
 - a. Acquisition
 - b. Preparation (including cataloging)
 - c. Circulation
 - d. Reference
6. Support needed to give this service

V. Libraries for the future

1. Ideal librarians
2. Ideal buildings and equipment
3. Ideal library service

405A. Cataloging and Classification

I. Use of the card catalog

History
Functions
Types of information patrons seek

II. The book

Parts to be considered
How to read it technically

III. The local unit card

Information to be included
Form
Notes
Rules for capitalization and punctuation
Practice in making

IV. Author entries

Personal names
Cross reference
Anonymous classics and sacred books
Corporate entries: societies, institutions, miscellaneous government

V. Subject headings and form entries

Subject headings
Kinds used
Choice of terms
Choice between headings
Subdivision of headings
Form headings
Subject cross references

405A. Cataloging and Classification (Cont.)

- VI. Library of Congress and Wilson cards
 - Characteristics
 - Ordering
 - Adapting
- VII. Filing
- VIII. Practice cataloging
- IX. Classification
 - Introduction: history, purpose, schemes
 - D.C.: its plan; examination of 2nd and 3rd summaries
 - Form divisions

405B. Cataloging and Classification

- I. Decimal classification and subject headings
 - Review of unit IX in 405A: plan, notation, form divisions, geographical subdivisions, general directions
 - Consideration of each class: 900, 400, 800, 300, 500, 600, 700, 100, 200, 000
 - Classifying and assigning subject headings, including cross references, copy slips and suggested added entries for each book
- II. Shelf list
 - Uses
 - Essential items
 - Classed catalog
- III. Author numbers and special author schemes
- IV. Authority files: purpose, types, etc.
- V. Cataloging more difficult forms
 - Series entries
 - Analytics: author, titles, subject
 - Independents
 - Title entry (main entry)
 - Anonymous works
 - Selections with no editor
 - Periodicals, almanacs, etc.
 - Corporate entry
 - Societies
 - Institutions
 - Miscellaneous
 - Government publications, including laws, constitutions, charters, etc.
 - Serials
 - Collections: main entry under
 - Editor
 - Title
 - Cyclopedias
 - Added editions; indexes, supplements
- VI. Filing
 - Review of rules
 - Problems involving corporate entries
 - Guide cards, helps, etc.
- VII. Cataloging and classifying books for the "Y" collection

415A. Reference and Bibliography

I. Introduction to reference

- A. Reference defined and related to other departments, to education and to society
- B. Reference materials defined
 - 1. Nine types distinguished
 - 2. Criteria for evaluation and study
- C. Citation form

II. Dictionaries

- A. Definitions and history
- B. Study and evaluation: criteria
- C. Classification
- D. Types and examples
 - 1. Unabridged
 - 2. Semi-abridged
 - 3. Abridged - college, adult
 - 4. Abridged - high school
 - 5. Abridged - elementary, pre-school
 - 6. Supplementary word books
 - 7. Foreign language
 - 8. Subject

III. Encyclopedias

- A. Definition and history
- B. Study, evaluation of subscription sets
- C. Classification
- D. Types and examples
 - 1. Adult
 - 2. School
 - 3. One-volume
 - 4. Foreign
 - 5. Special

IV. Yearbooks

- A. Definition and history
- B. Study and evaluation
- C. Classification
- D. Types and examples
 - 1. Encyclopedia
 - a. Supplements
 - b. Independents
 - 2. Geographical
 - a. General
 - b. National and regional
 - c. Special

V. Handbooks

- A. Definitions and history
- B. Study and evaluation
- C. Classification
- D. Types and examples
 - 1. Statistical
 - 2. Governmental
 - 3. Practical
 - 4. Literary
 - 5. Miscellany

415A. Reference and Bibliography (Cont.)

VI. Directories

- A. Definition and history
- B. Study and evaluation
- C. Classification
- D. Types and examples
 - 1. Persons (biog. dict.)
 - a. Universal
 - b. National - U.S.
 - c. National - England
 - d. National - Foreign
 - e. Special and local
 - 2. Places (Gazetteers)
 - 3. Things

VII. Audio-Visual aids

- A. Definition and place in reference
- B. Study and evaluation
- C. Classification
- D. Types and examples
 - 1. Conventional
 - a. Maps and atlases
 - b. Charts and graphs
 - c. Pictures
 - 2. Newer
 - a. Visual
 - b. Audio

VIII. Serials and indexes

- A. Definition and place in reference
- B. Book indexes
- C. Periodicals
- D. Newspapers
- E. Ephemeral

IX. Review

- 1. Class drill with actual questions
- 2. Review of scope and arrangement of basic reference books

415B. Reference and Bibliography

I. Government publications

- A. Definition and history
- B. Distribution
- C. Classification
- D. Types and examples
 - 1. U.S. federal
 - a. Indexes
 - b. Legislative
 - c. Executive
 - 2. State
 - 3. Local
 - 4. Foreign

II. Bibliographies

- A. Definition and history
- B. Study and evaluation

415B. Reference and Bibliography (Cont.)

II. Bibliographies

- C. Classification
- D. Types and examples

- 1. Universal
- 2. Eclectic
- 3. American
- 4. Foreign

III. Practical bibliography

- A. Comparative form
- B. Detailed study of one form
- C. Footnote and No. form
- D. Compiling a bibliography

IV. Reference organization

A. Materials

- 1. Selection
- 2. Ready reference collection
- 3. Vertical file
- 4. Card records

B. Personal

- 1. Desirable traits and habits
- 2. Preparation, in-service

C. Inquiries

- 1. Records
- 2. Studies of questions
- 3. Measure of reference

V. Reference procedures

- A. Classification of questions
- B. Classification of sources
- C. Types of libraries and questions asked
- D. General procedure
- E. Other duties
 - 1. Reading guidance
 - 2. Publicity
 - 3. Instruction
 - 4. Research

VI. Special reference approach:

Library Science

- A. General vs special approach for reference questions
- B. Classification of research materials
- C. The subject fields
- D. Developing a working knowledge in a subject field
- E. Example: Library science

417A. Book Selection ²

I. Place and importance of book selection

II. Demand and how to estimate it

² This course was required of all students, and was followed by election of one of the two: 417B or 417F. 417C was not offered after the summer of 1941. 417B was replaced by 517A (outlined on page 18) and 417F became a part of the core. The organization and content of the core course in book selection were changed in 1943-44.

417A. Book Selection ² (Cont.)

- III. Types of books and types of libraries and their effect on demand
- IV. Selection governed by resources
- V. Principles of book selection
- VI. The physical book
- VII. Aids in selection
- VIII. Periodicals
- IX. Imaginative literature
- X. Evaluation of non-fiction
- XI. Organization for selection

417C. Book Selection for Elementary Schools

- I. Mother Goose
- II. Poetry
- III. Picture books and Caldecott books
- IV. Bible stories
- V. Fables
- VI. Myths, fairy tales and legends
- VII. History of children's literature
- VIII. Series and publishers
- IX. Newbery medal books
- X. Illustrators
- XI. Magazines
- XII. Aids and criteria
- XIII. Duplicates and replacements
- XIV. Reference and subscription books
- XV. Story telling
- XVI. Non-fiction books not included above
- XVII. Scientific studies of children's reading

417F. Selection of Materials for Popular Libraries ³

- I. Objectives of the popular library
 - A. Applications to
 - 1. Public library
 - 2. College library
 - 3. School library

² This course was required of all students, and was followed by election of one of the two: 417B or 417F. 417C was not offered after the summer of 1941. 417B was replaced by 517A (outlined on page 18) and 417F became a part of the core. The organization and content of the core course in book selection were changed in 1943-44.

³ Outlined as first used in 1941-42.

417F. Selection of Materials for Popular Libraries ³ (Cont.)

II. Studies of reading and other interests and needs

A. Using routine library records

1. Registration
2. Circulation
3. Titles reserved
4. Used-up cards
5. Questions asked
6. Recommendations of readers

B. Using special library records

1. Reader's record
2. Record kept by readers
3. Special card (or call slip) for each title withdrawn

C. Studies outside the library using group samples

1. Reading interests
2. Reading recalled over short periods
3. Interview

D. Community studies

E. Procedure for conducting a study

III. Selection of materials

- A. Printed and related materials
- B. Other materials and activities (discussion groups, motion pictures, musical programs, museum objects, etc.)
- C. Selection for specific groups and individuals

IV. Reading interests of and selection for children

V. Publicity and promotion

VI. Evaluating the results of selection

425. Teaching Library Use ⁴

I. Objectives of library instruction

II. Organization of work

- A. Grade placement
- B. Where taught
- C. By whom taught
- D. Number of lessons
- E. -Credit

III. Content of course

A. Scope

1. Skills and activities that can be taught
2. Determination of minimum essentials at different levels

B. Study of printed materials on instruction in the use of the library

C. Evaluation of these materials for type of school in which student is interested

³ Outlined as first used in 1941-42.

⁴ This course was dropped after the spring quarter of 1941-42 and the material was incorporated in other courses.

425. Teaching Library Use ⁴ (Cont.)

IV. Methods of teaching library use

A. Programmed or planned methods

Group or individual methods such as

- | | |
|---------------|---------------|
| 1. Lecture | 4. Laboratory |
| 2. Recitation | 5. Project |
| 3. Problem | 6. Contract |

B. Incidental method

1. Advantages
2. Disadvantages

C. Evaluation of different methods

V. Lesson Plans

A. Plans for discussion and criticism

1. Objectives of the lesson
2. Materials
3. Subject matter
4. Methods of procedure
5. Assignment

B. Plans for presentation in class

VI. Testing results

- | | |
|-------------|--|
| A. Purpose | D. Methods of making |
| B. Types | E. Method of giving |
| C. Examples | F. Preparation of new type exam. to cover unit |

Third-Quarter Elective Courses

Basic to the plan of the two-quarter core curriculum is the idea of specialization in the third quarter in some broad field of library work. Provision is made in the curriculum for election of specialization in the following fields: school library, college library, and public library. A basic course is provided in the administration of the library in each of the three fields. The special courses for which outlines were submitted in the fall of 1941 are:

School: 507A, School library administration; 517A, School library book selection; 504A, Preparation of school library materials; and 515A, Information from books.

College: 504C, Advanced cataloging and classification; 507C, Library administration; 517C, Selection of materials for higher education; and 515C, Advanced reference.

Public: 507A, Public library administration. Advanced cataloging and Advanced reference are also included in the electives for the public library group.

⁴ This course was dropped after the spring quarter of 1941-42 and the material was incorporated in other courses.

The course, 521, Library frontiers, was required of all third-quarter students during the third quarter of the regular academic year in 1940, 1941, and 1942. Since the course was not offered in the summer quarter, election was made of two credits in Education 416, Nature and use of audio-visual aids.

504A. Preparation of School Library Materials

I. Cataloging and classifying

- Simplification: adjustments to the school situation
 - Shorter entries
 - Simplified author entries
 - Simplified subject headings
 - Elimination of details in title, imprint, collation
 - Elimination of added entry cards
 - Simplified classification
 - Omission of book numbers
 - Use of form cards
 - Wilson printed cards
 - Annotations on catalog cards

- Centralized cataloging
 - Printed aids

- Supplements to the card catalog
 - Aids in classifying, assigning subject headings, etc.

II. Special collections in the school library

- Textbooks
- Courses of study
- Units of work
- Teachers' professional books

III. Non-book materials in the school library

- Audio
- Visual

504C. Advanced Cataloging and Classification

I. Cataloging

- Intensive study of best literature in the field
 - Textbooks and manuals
 - Cataloging codes
 - Filing rules
 - Subject heading lists
 - Trends and developments

- Variations in Cataloging
 - Selective
 - Simplified
 - Cooperative cataloging
 - Special problems
 - Form cards
 - Serials
 - Rare books
 - Special collections
 - Non-book materials

504C. Advanced Cataloging and Classification (Cont.)

II. Classification systems

- Cutter
- Library of Congress
- Brussels
- Comparison of above with D.C.

III. Administration

- Organization and work of the department; routines, records, reports, etc
- Recataloging and reclassifying
- Cost of cataloging

507A. School Library Administration

I. The Library in Relation to the School

A. Historical background and development of school libraries

1. Early provisions for library service in schools
2. Recognition of the need for school library service by educational and library associations
3. Recognition of the importance of school libraries by professional training institutions, foundations, etc.

B. Present standards for school libraries

1. Regional association standards
2. Standards recommended for elementary school libraries

C. Aims and objectives of the school library

1. Present emphasis on the library
 - a. As an integrating factor in the curriculum
 - b. As an auxiliary agent to classroom and school activities
2. Effects of educational methods upon the school library
 - a. Types of school library service
 - b. Modern teaching methods and the library

D. Administrative developments beneficial to school libraries

1. Supervision
 - a. State supervisors
 - b. Duties of state supervisors in general
 - c. City supervisors
 - d. Duties of city supervisors

E. Types of general administration and control of school libraries

1. Libraries organized for the exclusive use of the school under control of the school board
2. Libraries organized for the exclusive use of the school under control of the school board and the public library in cooperation
3. Public library branches for use of school and public located in school buildings

II. The School Librarian as an Administrator

A. Qualifications

1. Personal traits
2. Training
3. Certification

507A. School Library Administration (Cont.)

B. Professional relationships

1. To the school organization
2. To the community
3. To the library profession

III. Administration of the Library

A. Types of library service to be considered

1. The library as a separate unit in the school
2. The library-study hall
 - a. Advantages and disadvantages of both types
3. The classroom library

B. Planning the central library

1. In an old building
2. In a new building

C. Equipping the school library

1. Floor covering
2. Choice of furniture and equipment

D. Arrangement in relation to administration

E. Planning library routines, rules, and regulations

1. Behavior

F. Financial administration

G. Technical processes of administration

H. Student assistants

I. Pupil guidance as a factor in school library administration

J. Publicity and display for the school library

K. Educational duties of the librarian

507B. Public Library Administration

I. Legislation for public libraries

II. Finances

III. Buildings and equipment

IV. Administrative organization

V. Personnel and standards

VI. Reference work and interlibrary loans

VII. Special departments

VIII. Reader's adviser and Adult education

IX. Cooperation with schools

X. Statistics and their interpretation

XI. Publicity

507B. Public Library Administration

- XII. Surveys
- XIII. Library as a social center
- XIV. Branches, stations, and deposits
- XV. Work with institutions
- XVI. Work with special groups: Blind, foreign born, Negroes
- XVII. County and regional libraries: Library extension
- XVIII. State and federal relations: Library extension
- XIX. Aims and objectives of public library service
- XX. Some outstanding public library systems

507C. College Library Administration

- I. Library service to higher education
 - A. American higher education
 - 1. Types of institutions
 - 2. Accreditation and standards
 - 3. Evolution, 1636-
 - 4. Criticisms and reforms
 - B. Library in higher education
 - 1. Types of libraries
 - 2. A.C.R.L. standards vs those of regional accrediting agencies
 - 3. Evolution of higher education libraries
 - 4. Changing concepts
- II. The Book Stock
 - A. Arrearage
 - 1. Standards
 - 2. Budget allocation
 - 3. General principles
 - B. Current acquisitions
 - 1. Books
 - 2. Serials
 - 3. Budget allocation
- III. Organization and administration
 - A. Personnel
 - 1. A.C.R.L. specifications
 - 2. Staff schedules
 - 3. Professional organizations
 - 4. Relations with faculty, students, staff
 - 5. Salary budget
 - B. Technical processes
 - 1. Acquisitions
 - 2. Preparations
 - 3. Circulations
 - 4. Reference
 - 5. Special

507C. College Library Administration (Cont.)

C. Educational participation

1. Faculty relations
2. Student relations
3. Extension relations
4. Teaching library use
5. Other teaching functions
6. Publicity: handbook, annual reports, etc.

IV. Quarters and equipment

A. The building

1. A.C.R.L. score card
2. Reader accommodation
3. Book accommodation
4. Staff accommodation
5. Costs and general

515A. Information from Books

515C. Advanced Reference

I. The social sciences

- A. History and auxiliary studies
- B. Political science, government and law
- C. Sociology and anthropology
- D. Economics and business
- E. Psychology and education

II. Natural sciences

- A. General science
- B. Physical sciences
- C. Biological sciences

III. Applied arts

- A. Technology
- B. Medicine and health
- C. Home economics
- D. Agriculture

IV. Fine arts

- A. Visual
- B. Auditory
- C. Recreatory

V. Literature

- A. British and American
- B. Comparative

VI. Philosophy, religion, mythology

- A. Philosophy
- B. Religion
- C. Mythology

517A. School Library Book Selection

I. Aids to book selection

517A. School Library Book Selection (Cont.)

- II. The school as a factor in selection
- III. Reading tastes of adolescents and principles of selection
- IV. Periodicals
 - 1. Desirable
 - 2. Undesirable
- V. Reference books
- VI. Curricular interest in selection
 - 1. Language Department
 - 2. Science Department
(Did not try to do all departments any year)
- VII. Extra-curricular interests
- VIII. Fiction
- IX. Second-hand book problem
- X. Gifts and sectarian books
- XI. Book talks
- XII. Publicity (including posters)

517C. Selection of Materials for Higher Education

- I. Philosophy of book selection
 - A. Standards--A.C.R.L., Carnegie, accrediting agencies
 - 1. Quantity as a criterion
 - 2. Quality as a criterion
 - B. Relation of curriculum to book stock
 - 1. Teaching vs research demands
 - 2. Student vs faculty demands
 - 3. Inter-departmental weaknesses
 - 4. Co-curricular demands
 - C. Book selection philosophy in standard aids
 - 1. Technique of list construction
 - 2. Shaw
 - 3. Mohrhardt
 - 4. Hilton technique
- II. Technique of book selection
 - A. Other aids
 - B. Dealers, importers, etc.
 - C. Prices, discounts, services, etc.
- III. Selection of materials in humanities
 - A. Special aids
 - B. Landmarks for instruction
 - C. Landmarks for research
 - D. Landmarks for recreation
 - E. The serial problem

517C. Selection of Materials for Higher Education

IV. Selection of materials in social sciences

- A. Special aids
- B. Landmarks for instruction
- C. Landmarks for research
- D. Landmarks for recreation

V. Selection of materials in natural sciences

- A. Special aids
- B. Landmarks for instruction
- C. Landmarks for research
- D. Landmarks for recreation

VI. Selection of materials in the arts

- A. Special aids
- B. Landmarks for instruction
- C. Landmarks for research
- D. Landmarks for recreation

521. Library Frontiers

I. Statistics

- A. Purposes of statistics in library science
- B. A.L.A. annual statistical reports--school, college, public
- C. Common statistical measures
- D. Statistics in reports and research

II. Reading diagnosis and remediation

- A. Nature of reading skills
- B. Techniques of diagnosis
- C. Remediation
- D. Reading guidance

III. Audio-visual aids

- A. Effectiveness in learning
- B. Types of visual aids
- C. Types of audio aids
- D. Sources and cost of materials
- E. Administration

IV. Southern educational and library problems

- A. The South as a region
- B. Economic factors
- C. Educational status of the South
- D. The library in the Southern problem

V. Other library frontiers

- A. Library co-ordination and cooperation
- B. Large units for library service
- C. State and federal aid
- D. Library publicity

CHAPTER III

ATTAINMENT OF OBJECTIVES

Procedure

One step in the effort to evaluate the effectiveness of instruction was concerned with the evaluation by graduates of the objectives of certain of the core and elective courses. The statements of objectives as prepared by instructors were listed as a series of 102 numbered phrases. The phrasing as written by the instructor was used, except where editing was considered desirable to attain brevity or to break up a statement containing several dissimilar objectives into two or more separate ones. These statements of specific objectives of curriculum content comprised Part I of a large checklist which was sent to graduates.

Having stated the objectives, the purpose of this part of the study was to determine the relative extent to which graduates thought they had attained each objective. Following the statement of each objective on the schedule there were six columns, with instructions to check in one appropriate column for each objective. Since there has been considerable change in the curriculum over the period of years covered by graduates responding, some objectives represented course content which was not a part of the curriculum for some graduates. To provide for this the first column was entitled "not recognized as an objective." If this column was not checked, the instructions indicated that one of the remaining five columns was to be checked. These columns represented a five-point, subjective evaluation of the extent to which the graduate thought he had attained the stated objectives. The form of this part of the checklist was as follows:

Check Attainment of Objective in Library School				
None	Some	Considerable (average)	Great	Complete

The number of graduates making an evaluation of the various objectives ranged from 66 to 178. Instructions stated that names were not to be signed to any information, and no effort was made to identify the persons who supplied any of the returns. Additional value might inhere in the returns if provision had been made for classification by years of graduation and by types of libraries of graduates who responded.

To conserve space and simplify interpretations, the tabulations have been combined into three categories for each objective evaluated—high (above average), average, and low (below average). The percentage of graduates making each evaluation and the number of answers are given for each objective.

For courses which consist of two related and sequential quarters, the objectives and evaluations are combined, as in 415A and 415B, Reference and bibliography. Similarly, objectives for all of the specialized courses for prospective school librarians are combined in one table and for college librarians in another. In cases where an objective in the core course was stated in terms applying specifically to the third-quarter election by school or college librarians the data are reported with one of the latter groups.

The Core

Organization and administration.—Two facts are particularly outstanding from the data of Table I. Familiarity with the routings of circulation, accession, order, and inventory are represented by high attainment, while objectives involving interpretation of statistical terms and charts are represented by low levels of attainment. Routines connected with pamphlets are decidedly on the low end of the scale, while routines connected with periodicals and binding and care are evaluated fairly uniformly throughout the three-point scale.

TABLE I
EVALUATION OF OBJECTIVES IN ORGANIZATION AND ADMINISTRATION

Objective	Percentage of graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Familiarity with routines of circulation	68	25	7	165
Familiarity with routine of accessioning	64	31	5	163
Familiarity with routines of order	60	33	7	166
Familiarity with routines of inventory	55	28	17	166
Attitudes of accuracy, system and speed in record work	44	40	16	140
Attitudes of accuracy, system and speed in routines of periodicals	38	34	28	171
Attitudes of accuracy, system and speed in routines of binding and care	35	33	32	170
Knowledge of annual reports	22	29	49	152
Knowledge of library statistics	21	37	42	157
Knowledge of pamphlet routines	18	33	49	154
Ability to interpret statistical charts	15	32	53	132
Understanding of statistical terms in reading	15	29	58	120

In terms of emphasis in amount of class time provided, the routine of order, circulation, accession and inventory together receive almost two-thirds of the time of the course. These routines are either demonstrated or a laboratory period is used for student participation. Readings required in the course place little emphasis upon use of statistical or research articles, so that the instruction in statistical terms and techniques seems to have little functional value in the curriculum content. The disparity in relative accomplishment in areas of tools of investigation as compared with routines is particularly disquieting in a curriculum which purports to be at the graduate level of instruction.

Parenthetically, it may be reported here that the objective "familiarity with statistical terms and techniques" was transferred by faculty action to the third-quarter required course, 522, Library frontiers. Observation of the instructor, the results of objective class tests, and the reactions of students lead to the opinion that the objective was not a desirable one in either place in the curriculum. It seemed particularly undesirable near the last of the course, when any skill and knowledge gained had little opportunity to be exercised through readings in library literature. The decision was then

reached, in 1942-43, to drop the entire course, Library frontiers, from the required course of study.

Principles of librarianship.—Sixteen objectives were recorded for the course, Principles of librarianship. This course was originally planned as an introduction to the field, to be followed by the course Organization and administration. The order was reversed when it was found that the latter course seemed to involve more familiar and easier material, and, presumably, was better as a beginning course. The more theoretical nature of the content of Principles was thought to make it less suitable for introductory orientation.

The evaluation of the extent to which graduates thought they attained each of the objectives of instruction in Principles of librarianship is given in the data of Table II

TABLE II

EVALUATION BY GRADUATES OF OBJECTIVES IN PRINCIPLES OF LIBRARIANSHIP

Objective	Percentage of Graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Knowledge of organization for acquisition preparation, circulation, and reference	72	24	4	178
Knowledge of functions and aims of libraries	88	26	6	151
Knowledge of services offered to users	57	37	6	161
Appreciation of library as a fundamental social institution	57	30	13	153
Knowledge of origin and development of American elementary and secondary school libraries	40	37	23	149
Knowledge of library professional organizations—national, regional, state, and local	35	45	20	165
Knowledge of outstanding library leaders and institutions	32	51	17	161
Appreciation of responsibilities and problems of libraries of the future	31	35	34	158
Knowledge of who uses the library	30	47	23	158
Knowledge of financial support needed	26	39	35	156
Knowledge of origin and development of American college libraries	23	34	43	151
Knowledge of building needs for various types of library services	22	39	39	158
Knowledge of origin and development of American public libraries	17	51	32	151
Knowledge of national, state, and county libraries	13	43	44	152
Knowledge of legal basis of American public libraries	9	14	77	109
Knowledge of origin and development of American business and other special libraries	6	27	67	144

More than half of the graduates report high attainment of the first four objectives listed in Table II. The last four objectives, which would seem to be important ones for a general orientation course, rank extremely low in attainment by graduates. In addition to the fundamental nature of the information as a part of the professional background, the

material should have some bearing upon the guidance of students in the selection of third-quarter specialization according to type of library.

A part of the content of the course seems to belong more logically with Organization and administration, rather than with Principles of librarianship. Some of the material seems to belong to a relatively large and important unit on the history of libraries, with emphasis upon present conditions and trends in libraries of different types. Finally, some of the material seems to fit more logically into the third-quarter course elected by each student in administration in one of the three fields—school, college, or public.

Book selection.—The first quarter of book selection makes use of the two familiar texts in this field. This beginning course is followed by two courses called, respectively, Book selection for popular libraries, and Book selection for high schools.¹ No course outline existed for the "popular libraries" course. An outline was developed by the present writer, based upon the catalog description. However, it seems unlikely that the content of the course was similar to any previous course offered under the same title. The evaluation of the attainment of the objectives of the courses in selection for elementary and secondary schools is reserved for a later section of this chapter.

The evaluation by graduates of their relative attainment of the objectives of the two general courses in book selection is given in Table III.

TABLE III
EVALUATION BY GRADUATES OF OBJECTIVES IN BOOK SELECTION

Objective	Percentage of Graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Appreciation of importance of book selection	83	15	2	165
Skill in use of common bibliographic aids	74	32	3	166
Skill in use of common book selection aids	72	25	3	165
Knowledge of books as tools	70	28	2	166
Appreciation of need of continuing reading for cultural background	70	21	9	157
Knowledge of routines of book selection	69	25	6	167
Knowledge of physical book	64	26	10	166
Knowledge of standard titles in various fields of knowledge	50	40	10	161
Knowledge of contemporary titles in various fields of knowledge	39	39	22	163
Skill in selection to meet community needs	36	38	26	143
Ability to estimate demand for various classes of books in different types of libraries	23	37	40	155
Knowledge of publishers' specializations	22	37	41	148
Knowledge of techniques of studying community as basis for book selection	18	34	48	156
Knowledge of ways of evaluating use made of library materials	15	32	53	139

¹Before Book selection for popular libraries was offered, the second and third-quarter courses were: Book selection for high schools, and Book selection for elementary schools.

In general, attainment of the objectives of the first-quarter course in book selection is far superior to that of the second-quarter course.

Reference and bibliography.—The core in Reference and bibliography consists of two quarters of work, the first-quarter including the more common types of reference books such as dictionaries, encyclopedias, yearbooks, handbooks, directories, serials and indexes, and audio-visual aids. The second-quarter's work includes government publications, bibliographies, "practical" bibliography, reference procedures, and approach to reference problems. The two quarters are followed by advanced reference for college and public librarians, and the simpler subject reference tools for school librarians. The "basic general reference materials in each of seven classes" (See Table IV) includes the types of reference tools listed for the first quarter courses in the beginning of this paragraph, though it is doubtful if graduates were able to distinguish the seven classes of materials referred to from this phrase as used in the checklist.

The evaluation given by graduates of the objectives of the general courses in reference and bibliography is given in Table IV.

TABLE IV
EVALUATION BY GRADUATES OF OBJECTIVES IN REFERENCE AND BIBLIOGRAPHY

Objective	Percentage of Graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Knowledge of basic general reference materials in each of seven classes	69	29	2	161
Appreciation of relations of reference to the functions of the library	69	26	5	159
Skill in using basic general reference tools in answering questions frequently asked in school libraries	61	30	9	171
Knowledge of basic general and special indexes	56	35	9	162
Skill in compiling bibliographies	46	41	13	152
Acquaintance with subject bibliography	38	37	25	160
Acquaintance with national bibliography	36	32	32	157
Knowledge of basic government publications	36	41	23	159
Acquaintance with trade bibliography	33	37	30	154
Skill in using basic reference tools in answering questions frequently asked in college libraries	31	42	27	132
Familiarity with special reference approach in aiding research in various subjects	28	43	29	147
Practice in organizing and administering a reference collection	19	31	50	148

The objectives which rank highest in Table IV are, in general, those of the work of the first quarter. The basic study of government publications requires about half of the time of the second quarter but ranks somewhat low in the evaluation. The two lowest ranking objectives would probably be more logically placed in a third-quarter course.

The course outline in reference indicates that the content of the two-quarter core does not include a study of the reference titles in the major subject groups, such as the

social sciences, history, fine arts, literature, et cetera. It appears to the present writer that there is considerable lack of agreement between the idea of the two-quarter core course in reference and the use made of the text, Basic reference books. Presumably, the required core course should include study of the basic reference books, with more advanced titles being reserved for study in the third quarter course for college and public librarians, and the titles particularly suited to school libraries being presented in the special course in the third quarter for school librarians.

Cataloging.—The effort to determine the evaluation by graduates of instruction in cataloging and classification did not follow the procedure already referred to in other courses. Two practical reasons dictated this decision: (1) the staff member who had offered these courses for a number of years prior to the fall of 1941 was no longer on the faculty, and (2) course outlines with statements of objectives and pertinent instructional material were not easily available in organized form.²

In cooperation with the instructor in cataloging a list of 37 different forms of catalog entries was compiled, using forms of entry that were assumed to be used relatively infrequently in small school, college, and public libraries. Graduates were asked: How many entries of each type have you made? Many____, Few____, None____, indicating also the type of library for which the report was made. A sample tabulation of the data for each of the three groups is shown in Table V.

TABLE V

FREQUENCY WITH WHICH GRADUATES REPORT MAKING SOME TYPES OF CATALOG ENTRIES IN VARIOUS TYPES OF LIBRARIES

	Number and Percentage Reporting					
	School (84)		College (43)		Public (12)	
	Few	None	Few	None	Few	None
Anonymous books—"By the author of"	23	77	24	76	55	45
Attributed authorship	7	93	29	71	18	82
Changed title	24	76	51	47	45	55
Commentaries	25	75	53	35	27	73
Continuations—Proceedings, reports, etc.	35	63	60	11	18	82
Criticism	20	76	58	20	25	75
Epitomes	17	83	44	56	25	75
Festschriften	9	91	12	88	0	91
Initials—Author unknown	23	76	49	51	25	67
Music	15	81	27	51	9	91
Table talk	11	89	33	67	0	100

The average years of library service for those reporting is 6.1 years for the entire group; for the school group, 4.5; for the college group, 4.5 and for the public group, 1.9. It does not follow that those reporting have spent the average number of years indicated in cataloging activities, either primarily or incidentally. The problem was

²Adequate instructional materials were available in the form of library materials, practice collection, etc., and a large number of assignments on mimeograph stencils. However, the latter were not organized in a form so that they could be readily used for the purposes of this study.

limited to the extent to which graduates typically made certain types of catalog entries in their professional experience, looking toward formulation of a policy with respect to the amount and kinds of forms of entry to be included in the "core" requirement of all students. There are, of course, other factors related to the content of the core of cataloging courses than those of main entries—classification, subject-heads, and filing, for example—which are not touched upon in this approach.

Of the 37 forms of entry included in the inquiry form only three were reported as having been made many times by more than ten per cent of the school librarians reporting. For more than half of the forms of entry, fifty per cent or more reported they had never used the particular form of entry. By way of contrast, only eight of the forms of entry had not been used by as many as half of the college librarians reporting.

Third-Quarter Elective Courses

Objectives of the third-quarter elective courses for specialization of school and college librarians have been grouped by fields of specialization, rather than by specific courses. In making the checklist, the objectives of the courses in public library administration were inadvertently omitted, so that evaluation in this field can not be reported upon. The course in "library frontiers" is reported upon separately.

School library courses.—There had been several changes in the courses for the preparation of school librarians during the years previous to 1941, when this study was initiated. Graduates of different years had experienced varying emphases and course content, so that their evaluations of objectives relating to the school library do not necessarily cover similar experiences. At the time the outlines were prepared, there were parallel courses in book selection for school librarians—one course for the elementary-school group and another for the secondary-school group. These objectives are not separated in Table VI, but in general they may be identified by their phrasing.

In general, attainment of objectives relating to book selection and reference and to certain aspects of administration, rank high. In all except the last three objectives shown in Table VI the evaluations definitely favor the high rather than the low end of the scale.

Considerable significance attaches to the lowest ranking of "methods of handling discipline," since the success or failure of school librarians, as of teachers, often depends upon the ability to handle discipline. This is particularly true of the studyhall-library combination which seems likely to be typical of the small high school. The training of student assistants is also an important detail in the success of the school librarian. Increasing importance is being placed in educational literature upon the place of work experience in secondary school education. While library student assistants are often volunteers rather than paid workers, the types of work and responsibility offer excellent opportunities for worthwhile educational and social experience and, in the opinion of the writer, are extremely important in the school and library programs.

TABLE VI

EVALUATION BY GRADUATES OF OBJECTIVES OF COURSES FOR SCHOOL LIBRARIANS

Objective	Percentage of Graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Knowledge of importance of book selection in the school library	72	24	4	160
Knowledge of reference tools for school library	70	17	13	174
Knowledge of the place of the library in the school	62	29	9	148
Skill in using basic general reference tools in answering questions	61	30	9	171
Acquaintance with some titles enjoyed by young people	61	29	10	162
Knowledge of desirable personal qualification of school librarians	59	35	6	159
Knowledge of functions of the school library in relation of students	59	28	13	159
Knowledge of periodicals for school library	58	28	14	163
Knowledge of functions of school library in relation to the curriculum	54	33	13	156
Appreciation of importance of child's interests as guide to book selection	52	33	15	155
Knowledge of worth and appeal of books for young people	51	41	8	153
Knowledge of routines of school library	50	35	15	151
Skill in using book selection aids for school materials	49	39	12	138
Acquaintance with kinds of books for children	49	33	18	159
Ability to recognize importance of illustrators	48	35	17	162
Knowledge of professional responsibilities and relationships of school librarians	46	42	12	152
Knowledge of physical equipment and arrangement of school libraries	46	39	15	145
Knowledge of functions of school library in relation to faculty	46	38	16	157
Ability to recognize a good book for children	46	36	18	157
Knowledge of relation of school objectives and curriculum to content of school library collection	44	37	19	161
Knowledge of present standards affecting school libraries	42	39	19	155
Wide reading of children's books	41	32	27	153
Ability to recognize best illustrators of children's books	40	39	21	157
Knowledge of publicity methods for school library	38	34	28	157
Knowledge of reading interests of high school pupils	36	44	20	158
Acquaintance with background of children's books	36	40	24	147
Knowledge of historical development of school libraries	22	41	37	145
Knowledge of training of student assistants	18	32	50	157
Knowledge of methods of handling discipline	17	27	56	134

College library courses.—Courses required for those preparing for positions in college and university library service in 1941 included college library administration, Selection of materials (or book selection for college libraries), advanced reference and advanced cataloging. Evaluation of the objectives of the latter course is not included

in this section of the report. These electives for prospective college librarians were ordinarily offered in the spring quarter and not all of them were available for students completing the third quarter in summer sessions.

The evaluations of the objectives of courses for college librarians are given in Table VII.

TABLE VII

EVALUATION BY GRADUATES OF OBJECTIVES OF COURSES FOR COLLEGE LIBRARIANS

Objective	Percentage of Graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Appreciation of the library's place in higher education	47	34	19	145
Skill in using basic reference tools in answering questions frequently asked in college libraries	31	42	27	132
Knowledge of basic reference tools in higher education	27	33	40	117
Acquaintance with the problems peculiar to libraries of higher education	25	35	40	110
Acquaintance with principal aids of value in selection for higher education libraries	25	33	42	101
Knowledge of functions of college and university libraries	24	37	39	119
Knowledge of basic reference tools essential to research in higher education	24	31	45	121
General acquaintance with "landmark" titles in each of the four broad curricular division in higher education	24	26	50	74
Skill in using reference research tools in a special subject field of higher education	22	30	48	112
Knowledge of duties of college and university librarians	21	33	46	117
Knowledge of routines of college and university libraries	20	36	44	113
Detailed knowledge of curriculum materials in one special field of higher education	20	18	62	66
General acquaintance with "landmark" titles in co-curriculum in higher education	17	22	61	63
A working philosophy of book selection in higher education	15	35	50	107
Knowledge of dealers, discounts, and imports for acquisition in libraries of higher education	13	26	61	95
Knowledge of other technical facts necessary for acquisition in libraries of higher education	10	22	68	82

The number of graduates making evaluations of their relative attainment of objectives in courses for librarians in higher education is smaller than for the school group, and their own evaluations of their attainment of the objectives are, as a whole, significantly lower than those for the school library group. Since the number of graduates has been larger in the summer than in the spring quarter, it seems reasonable to suppose that some of those who made evaluations of the course objectives for college librarians

had not taken all of the pertinent courses. The anonymous method of gathering the data makes it impossible to check upon this assumption.

The fact is significant that no listed objective is evaluated as "high" in attainment by as many as 50 per cent of the graduates reporting. In order to compare the responses of this group of graduates with those who elected the college library courses in the spring quarter of 1942, separate tabulations and computations were made for the latter group, based upon use of the checklist at the end of the spring quarter, prior to their accepting positions. Obviously, this graduating group has not had the opportunity of checking its knowledge against the conditions and requirements to be met in the field. However, in view of the low evaluations of the attainment of objectives in the college courses, it seemed desirable to gather similar data from even a small group of approximately 20 who had elected each of the three special courses. For the latter group (graduates of June 1942) five of the objectives given in Table VII were ranked in the "high" column by 50 percent or more of the group, while four objectives, all ranked low by each group, were given a "high" evaluation by slightly fewer of the 1942 graduates than by those of previous years. Furthermore, for only one objective was the percentage of June 1942 graduates making the "low" evaluation as large as 50, and with every objective the percentage evaluating attainment of each objective as "low" was higher for the group of older graduates than for those graduating in June of 1942.

Library frontiers.--In 1940 a third-quarter required general course called library frontiers was added to the curriculum. The course outline is given on page 20. The course was offered only in the spring quarters of 1940, 1941 and 1942 and a total of 103 students was registered. Some of the material of this course was undoubtedly given some emphasis in other courses prior to the organization of "frontiers." About two-thirds of the graduates returning the checklist indicated by their evaluations that they recognized the objectives listed as having had some place in the curriculum as each experienced it. Their evaluations of the objectives are reported in Table VIII.

TABLE VIII

EVALUATION BY GRADUATES OF OBJECTIVES OF THE COURSE IN LIBRARY FRONTIERS

Objective	Percentage of Graduates Making Each Evaluation			No. of Answers
	High	Average	Low	
Knowledge of sources and uses of audio-visual aids	27	32	41	126
Knowledge of programs of remedial reading	14	19	67	99
Knowledge of special problems of rural communities	12	26	62	106
Knowledge of special library problems of Southern rural areas	11	29	60	107

The method of gathering the data makes it impossible to separate the responses of graduates who had varying types of exposure to the curriculum materials designed to further the attainment of the objectives listed in Table VIII. However, the graduates of

June 1942 can be reported upon separately. For the first two objectives listed in Table VIII the percentages reporting "high" are lower for the 1942 group than for their predecessors, while the figures are reversed for the last two objectives. However, in each case the corresponding figures are smaller for the evaluation "low" by the 1942 graduates than by those of earlier years. The most noteworthy gain as the "high" evaluation of the last item given in Table VIII by 27 per cent of the 1942 group. The conclusion is inescapable that graduates by their own standards regard their attainment of these objectives as relatively unsatisfactory.³

³The Library frontiers course was discontinued after 1942 by the faculty of the Division of Library Science upon recommendation of the Acting Director. A part of the material was incorporated in other courses, particularly that related to the first, second, and fourth objectives listed in Table VIII.

CHAPTER IV

INSTRUCTIONAL METHODS

Lecture, Reading, Discussion and Problems

One section of the extensive checklist attempted to arrive at an evaluation of the relative effectiveness of various teaching methods in the attainment of the specific objectives of instruction listed by instructors. This was section IV of the checklist, and it was set up as follows:

Rank of Library School Activities by Relative Value in Attaining Each Objective: 0 no value, 1 highest, 2 second, 3 third, 4 fourth, etc.

Voluntary reading	Required reading	Class Discussions, etc.	Class lecture	Required problems, reports, labs., etc.	Others (specify)
-------------------	------------------	-------------------------	---------------	---	------------------

An average rank of each type of activity checked was made. This ranking indicated that the class lecture was considered the most effective learning activity. It received first rank for about 75 per cent of the objectives listed. Objectives were sorted again in terms of the relative attainment as indicated by students. In the following courses where the lecture was ranked high, the relative attainment of objectives was also high: organization (with the exception of the objectives relating to statistics, annual reports, and charts); principles (with the exception of objectives related to the legal basis and the building needs of libraries); reference (with the exception of organizing and administering the department); the first quarter of book selection (with the exception of estimating demand for books and knowledge of publishers' specializations); and school library administration (with the exception of methods of handling discipline and training student assistants).

As reported in an earlier section, attainment of objectives in courses for prospective college librarians was typically low. The class lecture was rated as the most valuable activity for these objectives, although "appreciation of the library's place in higher education" was the only objective with a relatively high attainment score.

Required problems was the learning activity given highest rank for 16 per cent of the objectives. Most of these objectives were in reference courses, while others included the routines of order and accession, and the use of tools in book selection. Only two of the objectives which were best attained by problems were evaluated as low in attainment. Three were evaluated as average, and twelve were reported as high in attainment.

Required reading was rated as the most valuable learning activity for 10 per cent of the objectives. One half of the objectives of "principles" were reported as best attained by reading. Two of these were ranked high in attainment (knowledge of functions and aims of libraries, and knowledge of development of school libraries), three ranked average in attainment, and three ranked low. Those ranking low included the group concerned with the history of the development of college, national, state, county, and special

libraries in America. Reading was the preferred activity for acquiring knowledge of books for children and young people.

Voluntary reading was typically not rated or rated low, with the frequent comment that there was no time for this activity.

Class discussion was not given first rank by the group for any objective.

Courses, Practice, and Experience

A final effort to evaluate the attainment of objectives was concerned with the relative value of library school courses, library school practice, and experience in the field. For each of the 102 objectives listed, graduates were asked to give a ranking of the three types of activities just mentioned. These rankings were combined for each objective to get a relative rank for each.

For 84 of the 102 objectives, library school courses were given average rank of first. Experience in the field was ranked first for 18 objectives, and 4 were tied in average rank between courses and experience. In no case was the library school practice placed first in rank.

For all of the objectives concerned with library routines, with the exception of order routines, graduates indicated that they thought experience in the field had been of more value than activities in library school courses as a method of attaining proficiency. Incidentally, this coincides with the opinion of the members of the faculty, who, in general, think the function of course work and practice in library school is to give a degree of familiarity, rather than a high degree of skill.

Experience in the field also exceeded library course activities in attaining the following objectives: knowledge of who uses the library, reading interests of and books enjoyed by young people, skill in use of book selection aids, attitudes of accuracy and speed in record work, publicity, discipline in the school library, training student assistants, and functions of the school library in relation to faculty and to students. Incidentally, it is of interest to note that of the 18 objectives which are reported as best attained by experience in the field, 14 were in the group evaluated as high in attainment in library school, while 4 were average in attainment, and 4 were low in attainment in library school. These four objectives, for which experience in the field is of most value and for which attainment was low in school, are: familiarity with pamphlet routines, knowledge of library statistics, knowledge of methods of handling discipline, and knowledge of training of student assistants.

It is particularly interesting to note that of the many objectives rated low in attainment in library school, in the case of only 4 of these objectives is experience in the field rated as of more value than library school courses. In no case is experience in the field rated as of more value than library school courses in connection with objectives of the group of courses for college librarians, many of which were ranked low in attainment in library school. This seems to indicate that, although attainment of such objectives as knowledge of problems peculiar to higher education, knowledge of functions

of college and university libraries, knowledge of duties of college and university librarians, knowledge of basic reference tools in teaching in higher education, skill in using reference research tools in special fields in higher education, acquaintance with "landmark" titles in the broad curricular divisions in higher education, et cetera, is low in library school, experience in the field is not of as much value as library school courses in attaining these objectives. To the writer this implies either that the objectives are not valued ones for prospective members of college library staffs, or that the knowledge and skills implied in the objectives are not required in the performance of the duties of the librarians in their positions in the field, so that experience is not of as much value as library school courses.

Similarly, other objectives which rank low in attainment in library school--such as knowledge of audio-visual aids, knowledge of programs of remedial reading, knowledge of special problems of rural communities, and knowledge of special problems of Southern rural areas--are ranked higher in the relative value of library school courses than of experience in the field.

One explanation of this apparently anomalous situation is that the faculty of the library school places greater importance upon certain points of view and possibilities of service of the library than is accepted by head librarians and those responsible for formulating educational policies in connection with the library.

Suggestions By Graduates

In the letter accompanying the checklist the final paragraph asked graduates to write "what you think are the strong points and the weak points in the Library School curriculum as you experienced it." About half of the graduates who returned the checklist included comments. From 81 of these the comments were tabulated.

Several factors were pointed out in the comments that make comparison, summary, or evaluation difficult. Among these were such items as "I had considerable library experience before coming to Peabody", "the summer faculty and schedule differed from the regular year", "judging by the objectives, the curriculum has changed considerably since I was there", "it has been so long since I graduated that memory is not clear."

Strong points.--The comprehensiveness of the curriculum was the point stressed most. frequently in the general comments, and was mentioned by more than 10 per cent of the group. Mention of particularly strong courses was made most frequently of cataloging (about 24 per cent) and reference (about 20 per cent). Strength in the school library field and in book selection courses were mentioned by several graduates.

Weak points.--The most common statement about weakness in the curriculum was the assignment of more work than could be completed satisfactorily within reasonable time limits. This was specifically mentioned by about 13 per cent. Vagueness of some assignments and duplication among courses were each mentioned by five graduates. The type of activity described as "busy work" was deplored by seven graduates. Lack of differentia-

tion in the assignments of students who had had considerable library experience prior to enrolling and those who had had no such experience was mentioned by five graduates.

Additional emphasis desired.—Slightly over 20 per cent of the graduates suggest that time be provided in the curriculum for more reading of outstanding books in the various fields of literature. Several suggested that such time might be advantageously provided in the courses in book selection, particularly those of the third quarter.

Additional time was suggested for practice in mending and repair of books by seven graduates, since they had found this desirable in their positions. Several graduates mentioned the need for the third-quarter special courses for college librarians in the summer quarter.

Other items specifically mentioned by three or more persons as needing more emphasis are: library publicity, remedial reading, audio-visual aids, the curriculum in the school, and discipline in the school library.

Suggestions by graduates of June 1943.—As a group the graduates of June 1943 spent approximately one and one-half hours with the director of this study, discussing what seemed to be desirable modifications in the curriculum. The point which was given most emphasis in this discussion was that some of the assignments required amounts of time out of proportion to the value of the learning resulting from the activity. It was agreed that the best illustration of this "busy work" is the typing of the cards needed for the problems in filing.¹

Considerable difference of opinion was expressed about the values of practice work. Most of the dissatisfaction was traced to varying individual differences, such as: previous library experience, the quality of the library in which practice work was carried out, the interest of the department head or practice supervisor of the student, and the difficulty of the Library School in fitting practice requirements to the needs of the student.

Suggestions by graduates of June 1944.—Graduates of June 1944 were largely in the college library group, with public librarians next, and only three in the school library group. Their suggestions were made in writing at the end of the school year. The most frequent suggestion was that a course in contemporary books was highly desirable. Almost one-half of the group made this recommendation, several mentioning the possibility of including this as a third-quarter book selection course. The desirability of some type of orientation for students without previous library experience was also mentioned by several students, along with the suggestion that initial assignments should be made smaller until the period of orientation was over. There was still some mention of vagueness in assignments, the absence of enough "time to call one's own", and the encroachment of Friday afternoon activities upon the free time for recreation and reading.

Suggestions for the core course in book selection were concerned with opportunity (including the necessary time) for wider reading. Comments on the "principles" course

¹During 1943-44 sets of mimeographed cards were provided for practice in filing.

were concerned primarily with time-consuming features of the panel discussions as a teaching method.

Suggestions about the course in cataloging were chiefly limited to the course in non-book materials, offered for the first time in this year for third-quarter students. Instructor and students agreed that too much time was involved in certain laboratory activities such as mounting pictures. Similarly, it was suggested that the reorganization of the third-quarter reference course for the college and public library group probably included too many titles for study and the preparation of more research manuals than was desirable.

CHAPTER V

REVISIONS IN THE CURRICULUM

The Core

To the present writer the basic idea back of the core curriculum, which embraces the first two of the three quarters of the regular academic year, is that the core includes the most important general content of the first year of professional preparation for librarianship. This implies that the content of the core shall apply generally to most of the types of libraries in which Peabody graduates find employment after graduation from the first-year course of study.

A second principle considered by the present writer as extremely important in discussing curriculum revision with members of the faculty is based upon the fact that most of the students enrolled in the Library School have taken work in the summer quarter. For most of the years since the Library School has been organized students have either gone into school library positions with one quarter of professional work or have already been in library positions prior to coming for this work. It therefore seems important that the four courses comprising the first quarter of work shall give particular emphasis to the knowledge and skills most important to the beginning worker in the small library. Recognition of this fact seems essential in any realistic approach to the professional training of librarians in the South.

The points of view which influenced the nature of changes in the core curriculum in three of the four basic courses are given in the following paragraphs. There has been only slight revision in the sequence 400A, Organization and Administration, and 400B, Principles.

Cataloging and classification --- Two important changes were made when it was decided that there should be a change in organization and emphasis in the core courses in cataloging and classification. First, it was decided that the first-quarter course should provide the essential knowledge and experience which would enable the librarian of a small library to carry out simple cataloging and classification, with emphasis upon the use of printed Library of Congress and Wilson cards. Second, it was decided that additional emphasis was desirable upon the selection, cataloging and classifying, and processing of non-book materials.

The first of these decisions resulted in only minor changes in the course outline of the core course, but in significant changes in teaching materials and types of problems. Because simplified cataloging was offered in the first quarter, it was possible to eliminate this large unit which had formerly been offered for school librarians in the third quarter.

The course in selection and preparation of non-book materials was developed and offered for the first time in the spring quarter of 1944. With the development of this course similar material in other courses, such as book selection and organization, was

either eliminated or reduced in emphasis. A laboratory is being developed and additional equipment secured for the work with non-book materials.

Reference and bibliography --- During the winter and spring quarters of 1943-44 it was decided to make a revision of the core courses in reference and bibliography. The plan implied in the core curriculum seems to indicate that the core in reference and bibliography consist primarily of a study of those works of reference, and those methods of organizing and administering service, which are most nearly common in school, college, and public libraries. Presumably, the basic list of reference books given in Shores, Basic reference books, provides such a list of books and other experiences desirable for the two-quarter course.

The basic list of reference titles in Shores was revised by dropping from the core list some titles which are old and out of print, foreign language works with the exception of bilingual dictionaries, and highly specialized subject bibliographies. Typical of the titles omitted from the core are:

Der grosse Brockhaus; handbuch des wissens ... fünfzehnte, vollig
neubearbeitete von Brockhaus Konversations-lexikon ... Leipzig,
Brockhaus, 1928-35. 2lv.

Watt, Robert. Bibliotheca Britannica ... Edinburgh, Constable,
1824. 4v. o.p.

Titles added include primarily works which have been issued since the publication of Shores' list, and which are assumed to be of value in most school, college, and public libraries. Typical of titles added to the core are:

Adams, James T. ed. Atlas of American history. N.Y., Scribner, 1943.
Burke, W. J. and Will D. Howe. American authors and books, 1640-1940.
N.Y., Gramercy, 1943.
Webster's biographical dictionary. 1st ed. Springfield, Merriam, 1943.

Emphasis upon organization and administration of a reference department was eliminated from the core course, and the time devoted to government documents was reduced. A list of titles in the core collection, with call numbers showing the location of titles in the practice reference collection and in the libraries of the Joint University Libraries, was prepared. The organization of the list follows the chapter organization of the text, Shores, Basic reference books,

The third-quarter course in reference and bibliography for college and public librarians now includes study of general and specialized reference tools considered more specialized or more advanced than those of the core, and the development of reference methods and administration. A mimeographed finding list of titles was prepared.

The third-quarter course for school librarians includes review of the basic titles especially useful in the school library and additional reference books and titles from the general collection which supply information pertinent to the entire program of the school. Emphasis is placed upon the use of the entire book collection for reference purposes in each of the subject fields of the secondary school.

Book selection --- The core course in book selection was reorganized as a single course, although divided into two parts by the quarter organization of the school year.

Additional emphasis is placed upon the reader through such topics as reading abilities, readability, and reading interests, and these topics are introduced early in the course, as material to be used throughout the course in selection in the various subject fields. Particular emphasis is placed upon the idea that books are "good" to the extent that they meet the needs of particular readers at a given time and place, rather than as judged primarily by general "literary" criteria.

With the increased emphasis which is being placed upon the community school it seemed desirable to broaden somewhat the point of view of the third-quarter course in book selection for the school library. A second factor influencing this decision was the growing tendency in Tennessee for the development of circulating county school libraries which often give community service. County libraries in the South are also developing service to the rural schools. The third-quarter selection course for school libraries was modified somewhat and given the title, Selection of school-community materials.

The third-quarter course in book selection for the college library group had been largely a study of the printed lists, such as those compiled by Shaw and Hilton. Since most of the selection of titles in subject fields is made by members of the college faculty rather than by librarians, the present writer felt that the course as outlined did not represent a realistic approach to the problem of book selection in the college. Revision of this course proceeded from the point of view that the college librarian could not logically be expected to take a place of leadership in the college without some specific knowledge of general curriculum and instructional problems of higher education. The outline as revised attempts to follow this assumption.

Outlines of core courses.--- With the foregoing brief discussion, the revised course outlines as used in 1943-44 are presented.

400A. Organization and Administration

- I. Book buying and ordering
 - A. National trade bibliographies
 - B. Agents
 - C. Treatment of outgoing and incoming orders
 - D. Budget and accounts
- II. Accession methods
 - A. Book
 - B. Card
 - C. Invoice
- III. Inventories
 - A. Methods
 - B. Results
- IV. Circulation of books
 - A. Routines
 - B. Statistics
- V. Periodicals, gifts and exchanges
 - A. Acquisition
 - B. Records
- VI. Care and binding of books and magazines
 - A. Reinforcing
 - B. Recasing

400A. Organization and Administration (Cont.)

- C. Commercial binding
 - 1. Preparation
 - 2. Records
- VII. Pamphlets, clippings and other miscellany
 - A. Sources
 - B. Arrangement
 - C. Use
- VIII. Annual reports
 - A. Material included
 - B. Form of report
 - C. Reproduction and number of copies

400B. Principles of Librarianship

- I. Functions and aims of American libraries
- II. Present status of librarianship
 - A. Philosophy of librarianship
 - 1. Purpose of a philosophy
 - 2. Content
 - 3. Value
 - B. Science of librarianship
 - 1. Definition
 - 2. Methods of science
 - 3. Values of scientific method
 - 4. Objections to scientific method
 - C. Librarianship as a profession
 - 1. Requirements of a profession
 - 2. Comparison of profession and trade
 - 3. Opportunities
 - 4. Qualifications
 - 5. Legal status of the librarian
 - 6. Professional ethics
- III. Library background and development
 - A. Origins of the American college library
 - B. History of proprietary, subscription, mercantile and society libraries
 - C. Development of the free public library
 - D. Development of other types of libraries
 - 1. National
 - 2. State
 - 3. County
 - 4. School
 - 5. Business and other special
 - E. Organization and administration
 - 1. Legislation
 - 2. Trustees
 - 3. Units of administration
 - F. Organizations
 - 1. American Library Association (national)
 - 2. State, regional and local
- IV. The library in our present society
 - A. Users of the library
 - 1. Percentage of users
 - 2. Adult education and the library
 - 3. College and school users
 - B. Service offered to users
 - 1. In the library
 - 2. Outside the library
 - C. Building required to give this service
 - 1. Cost
 - 2. Arrangement
 - D. Materials required to give this service
 - 1. Kinds of materials
 - 2. Factors affecting selection

OB. Principles of Librarianship (Cont.)

- E. Organization within the library to give this service
 - 1. Acquisition
 - 2. Preparation (including cataloging)
 - 3. Circulation
 - 4. Reference
- F. Support needed to give this service
- V. Libraries and the war
 - A. Established libraries affected by the war
 - B. Camp and other libraries developed by the war
 - C. "Books are weapons"
- VI. Libraries for the future
 - A. Ideal librarians
 - B. Ideal building and equipment
 - C. Ideal library service

5A. Cataloging and Classification

- I. The library catalog
 - A. History and functions
 - B. Types
- II. The book
 - A. Technical reading
 - B. Selection of pertinent items
- III. Author entries
 - A. Personal names
 - B. Cross reference
 - C. Anonymous classics and sacred works
 - D. Corporate authors (introduction)
- IV. Subject entries and form entries
 - A. Subject headings
 - 1. Kinds of headings
 - 2. Choice of terms
 - 3. Choice between headings
 - 4. Subdivisions of headings
 - B. Form headings
 - C. Subject cross references
- V. Main entry card (local unit card)
 - A. Information to be included
 - B. Form
 - C. Notes
 - D. Capitalization and punctuation
- VI. Classification
 - A. History and functions
 - B. Classification schemes
 - C. Decimal classification
 - 1. Plan
 - 2. Notation
 - 3. Form divisions
 - 4. Mnemonic features
 - 5. Geographic subdivisions
 - 6. General directions for classifying
 - 7. Consideration of each class
- VII. Printed catalog cards
 - A. Characteristics
 - B. Ordering
 - C. Adapting
- VIII. Filing rules

405A. Cataloging and Classification (Cont.)

- IX. Practice cataloging
- X. The shelf list
 - A. Uses
 - B. Essential items
 - C. Use of unit card

405B. Cataloging and Classification

- I. Decimal classification and subject headings
 - A. Review of 405A
 - B. Detailed study of each class
 - C. Study of Sears and the L.C. list
- II. Author numbers and special author schemes
 - A. Definitions
 - B. Purposes
 - C. Practice in use
- III. Cataloging
 - A. Series entry
 - B. Analytical entries: author, title, subject
 - C. Independents
 - D. Title entry (main entry)
 - 1. Anonymous works
 - 2. Selections and collections
 - 3. Continuations
 - E. Corporate entries
 - 1. Review of 405A
 - 2. Detailed study of societies, institutions, government publications, miscellaneous bodies
 - F. Serials
 - 1. Periodicals
 - 2. Transactions of societies, etc.
 - G. Cyclopedias, supplements, indexes, etc.
- IV. Filing
 - A. Review of 405A
 - B. Study of various codes
 - C. Problems involved in filing of corporate entries
 - D. Guide cards and other aids
- V. Authority files
 - A. Functions
 - B. Types
- VI. Practice cataloging

415A. Reference and Bibliography¹

415B. Reference and Bibliography

- I. Introduction to reference
- II. Dictionaries
- III. Encyclopedias
- IV. Yearbooks
- V. Handbooks
- VI. Directories
- VII. Representations
- VIII. Serials
- IX. Indexes
- X. Government publications
- XI. Bibliographies
- XII. Practical bibliography

¹The outline is not presented in detail since it follows Shores, Basic reference books, Chapters 13, 21 and 22 of the text are not included in the core course.

415A. Reference and bibliography¹ (Cont.)

415B. Reference and bibliography

- XIV. History and auxiliary sciences
- XV. Social sciences
- XVI. Pure sciences
- XVII. Applied sciences
- XVIII. Fine arts
- XIX. Literature
- XX. Philosophy and religion

417A. Book selection I

- I. The physical book
 - A. Author and publisher
 - B. Format and manufacture
 - C. Illustrations and illustrators
 - D. Editions and series
 - E. Bookselling and distribution of print
- II. The reader
 - A. Reading ability
 - B. Reading interests
 - C. "Readability"
 - D. Matching reader and book
 - E. Community study
- III. Standard general aids
 - A. Current reviews
 - B. Annotations
 - C. Standard aids and tools
 - D. Locating book reviews
- IV. Periodicals and newspapers
- V. Selection for community problems
 - A. The library and the community
 - B. Selecting for community problems
- VI. Selection of fiction
 - A. Criteria
 - B. Aids

417F. Book Selection II.

Selection of books in the following fields. Under each field criteria and aids are considered (Units I-VIII)

- I. Biography
- II. Travel
- III. Fine arts
- IV. History
- V. Nature and science
- VI. Social sciences
- VII. Philosophy, psychology, and religion
- VIII. Short story, poetry, drama

¹The outline is not presented in detail since it follows Shores, Basic reference books. Chapters 13, 21 and 22 of the text are not included in the core course.

417F. Book Selection II (Cont.)

- IX. Children's books
- X. Promoting reading
 - A. Book talks and story telling
 - B. Displays and exhibits
 - C. Reviews and annotations
- XI. Evaluation of selection

Third-Quarter Elective Courses

A brief discussion of some of the points of view which influenced revision in the core courses in cataloging and classification, in reference and bibliography, and in book selection, has been given earlier in this chapter. The content of the course in Administration of the school library has been revised and a reduced emphasis given to the administration of large libraries and to the supervision of city school library systems. The administration course in the public library field has had little or no revision. The course in administration of college libraries has had complete revision and a detailed syllabus has been prepared in mimeographed form and is available for students.

Brief topical outlines of all of the third-quarter elective courses as offered in 1943-44 are presented in the following pages.

504C. Advanced Cataloging

- I. Government publications
 - A. Review of 405B
 - B. Cataloging
 - 1. Separates
 - 2. Serial publications
 - 3. Analytics
 - 4. Use of printed indexes as adjunct to the catalog
- II. Classification schemes other than the D.C.
 - A. Cutter
 - B. Brussels
 - C. Bliss
 - D. L.C.
 - 1. Study of selected classes
 - 2. Practice of classifying
- III. Special types of card catalogs
 - A. The divided catalog
 - B. The classed catalog
- IV. Cooperative and centralized cataloging
- V. Organization and administration of the catalog department
- VI. The literature of cataloging and classification

506. Non-book Materials

- I. Non-book materials in education
 - A. Definitions
 - B. Types
 - C. Uses in out-of-school and in-school education
 - D. Legitimacy as library material
 - E. General principles underlying successful use

506. Non-book Materials (Cont.)

II. Ephemeral materials

- A. Printed
- B. Near-print
- C. Selection principles, acquisition, processing, using

III. Visual aids

- A. Objects, specimens, models
- B. The motion picture
- C. The still picture
 - 1. Projected
 - a. Glass and film slides
 - b. Filmstrips, microfilm
- D. Other visual materials
 - 1. Pictures, posters, etc.
 - 2. Maps, charts, graphs
- E. Selection principles, acquisition, processing, servicing

IV. Auditory aids

- A. Recordings
- B. Radio transcriptions
- C. Radio broadcasts
- D. Sound projections
- E. Selection principles, acquisition, processing, servicing

507A. The School Library

I. History of school libraries

- A. Educational background
- B. Early development
- C. Laws and standards
- D. Objectives

II. The school librarian

- A. Qualifications
- B. Status
- C. Salaries
- D. Hours and vacations
- E. General duties
- F. Contacts

III. Administrative duties of the school librarian

- A. The school library rooms
 - 1. Planning the room or rooms
 - 2. Equipping the rooms
- B. The library budget
 - 1. Procuring the budget through the principal
 - 2. Apportioning the budget
- C. Hours of opening
 - 1. Planning for the school day
 - 2. Considering Saturdays and vacations
- D. Circulation
 - 1. Formulating policies
 - 2. Selecting circulation system
 - 3. Formulating rules for borrowers
- E. Management of the room
 - 1. Student cooperation
 - 2. Student government
 - 3. Librarian domination
- F. Attendance and pupil accounting
 - 1. Reasons for limiting attendance
 - 2. Methods for limiting attendance
 - 3. Purpose of pupil accounting
 - 4. Methods of pupil accounting
- G. Student assistants
 - 1. Procuring student assistants
 - 2. Training student assistants

507A. The School Library (Cont.)

- IV. Technical duties of the school librarian
 - A. Selection of books and periodicals (Covered in other courses)
 - B. Business practice
 - C. Classification and cataloging (Covered in other courses but included here to show picture of all work of librarian. Only one period is spent on topics covered elsewhere)
- V. Educational duties of the school librarian
 - A. Educational and professional reading
 - B. Reference work (covered in other courses)
 - C. Reading guidance and publicity
 - D. Library instruction
- VI. Support and control of the school library
 - A. Administration
 - B. Organization
 - C. Support
 - D. Supervision
 - E. County library serving schools
 - 1. County school library
 - 2. General county library serving both public and school
 - F. Public library branches in school buildings

507B. Public Library Administration

- I. Library legislation
- II. Finances
- III. Buildings and equipment
- IV. Administrative organization
- V. Personnel and standards
- VI. Reference work and inter-library loans
- VII. Special departments
- VIII. Personal service bureaus and Adult education
- IX. Cooperation with schools
- X. Statistics and their interpretation
- XI. Publicity
- XII. Surveys
- XIII. Library as a social center
- XIV. Branches, stations, and deposits
- XV. Work with institutions
- XVI. Work with special groups: blind, foreign born, Negroes
- XVII. County and regional libraries; Library extension
- XVIII. State and federal relations; Library extension
- XIX. Aims and objectives of public library service
- XX. Some outstanding public library systems

7C. College and University Library Administration

- I. History of College and University Libraries
- II. Problems of Organization and Legal Status
- III. Problems of Administration
- IV. The College Library
- V. The Junior College Library
- VI. The Teachers College Library
- VII. The University Library
- VIII. The Landgrant College Library
- IX. Southern College and University Libraries
- X. Educational Foundation and the College Library
- XI. Recent Trends in College Libraries
- XII. Standards for Libraries of Educational Institutions
- XIII. Library Buildings for Educational Institutions
- XIV. The Use of College Libraries
- XV. Teaching With Books
- XVI. Organizing Reserve Books for Use
- XVII. Reading Problems
- XVIII. Rental Libraries
- XIX. Centralization vs Decentralization
- XX. Browsing Rooms
- XXI. Dormitory Libraries
- XXII. Rare Books
- XXIII. Reference Books
- XXIV. Interlibrary Loan Service
- XXV. The Place of Microphotography
- XXVI. Cooperation with the Faculty
- XXVII. Instruction in the Use of the Library
- XXVIII. Problems of Cataloging and Classification
- XXIX. Budget and Finance
- XXX. Cost Accounting
- XXXI. Book Budgets and Their Administration
- XXXII. Book Selection
- XXXIII. Personnel
- XXXIV. Student Assistants

507C. College and University Library Administration (Cont.)

- XXXV. Education and Training of College and University Library Personnel**
- XXXVI. Professionalization of the Service**
- XXXVII. Publicity, Records, and Reports**
- XXXVIII. College and University Library Statistics**
- XXXIX. Surveys, Research, and Measurement**
- XXXX. College and University Library Cooperation**

515A. Information From Books

- I. The practice of reference in the school library**
 - A. Reference characteristics common to all libraries
 - B. Reference characteristics peculiar to school libraries
- II. Reference service in the social studies**
- III. Reference service in the natural and applied sciences**
- IV. Reference service in the arts**
- V. Reference service in the language arts**
- VI. Reference service in the co-curricular activities**
- VII. Reference service for the teachers' professional needs**
- VIII. The school reference collection**

515C. Advanced Reference and Bibliography

- I. Reference organization and procedures**
- II. Social sciences**
 - History and biography
 - Sociology and social work
 - Political science and law
 - Economics and business
 - Psychology and education
- III. Pure Sciences**
 - General
 - Mathematics
 - Astronomy
 - Physics
 - Chemistry
 - Geology
 - Biology
- IV. Applied Sciences**
 - Medicine
 - Engineering
 - Aviation
 - Agriculture
 - Home Economics
 - Radio
 - Photography
- V. The Humanities**
 - Art
 - Music
 - Drama and theater
 - Literature - bibliographies
 - Literature - handbooks, etc.

517A. School-Community Materials

- I. The School as a Factor in Selection of Materials
 - A. Laws and standards
 - B. Curriculum
 - C. Budget
 - D. Special school problems
 - 1. Free textbooks
 - 2. Reserves and duplicates
 - 3. "Desk copies" and "Room Sets"
 - 4. Professional books for teachers
 - 5. Rental libraries, book and magazine clubs for teachers
 - 6. Night school, continuation school, defense programs
 - 7. Library use by public
 - 8. Special displays, P.T.A. talks, etc.
 - 9. Administrative considerations
- II. County and Regional Libraries as Factors in Selection
 - A. Centralized collections serving the school
 - B. Centralized collections serving both school and community
 - C. School collections serving the community and school
- III. Responsibility of the Rural School Library to the Community
 - A. Cooperation with Agricultural agencies
 - 1. Home Demonstration agents
 - 2. County agents
 - 3. 4H clubs and Future farmers
 - B. Cooperation with Scout organizations
 - C. Cooperation with Religious groups
 - 1. Churches and Sunday schools
 - 2. Y.W.C.A., Y.M.C.A., Y.W.H.A., Y.M.H.A., Catholic groups, etc.
 - 3. Salvation Army

517C. Problems of College Teaching

- I. Background of higher education
 - A. European
 - 1. Greece and Rome
 - 2. Middle ages
 - 3. Renaissance and Reformation
 - 4. Growth of universities
 - B. American (United States)
 - 1. Colonial
 - 2. 1776 to 1860
 - 3. 1860 to 1890
 - 4. 1890 to present
- II. Current patterns of higher education
 - A. Liberal arts college
 - B. Teachers college
 - C. Junior college
 - D. Professional schools
 - E. The university
 - F. Other types
 - G. Some experimental colleges (St. Johns, Bennington, Stevens, Chicago, etc.)
- III. Some current problems affecting instruction
 - A. Objectives of various types of institutions
 - B. Admission and guidance of students
 - C. Organization of the curriculum
 - D. Administrative efforts to improve instruction
 - E. Methods of individualizing instruction (reading for honors, tutorial instruction, independent study, field work, etc.)
 - F. Measurement of student learning

517C. Problems of college teaching (Cont.)

- IV. The reading of college students
 - A. Measuring and improving reading
 - B. Promoting reading
 - C. Efforts of the library to adjust to specific objectives and changing patterns of higher education

Practice Work

Requirements for practice work in the first-year curriculum have varied considerably over the three-year period during which the writer was a member of the faculty. During the regular year the typical pattern placed emphasis upon the period of blocked field work. This took place between the Winter and Spring quarters, and consisted of from two to three weeks of full-time practice in a library appropriate to the student's selection of specialization in the school, college, or public library field.

Among the difficulties connected with the blocked field work the following may be cited as illustrative: difficulty of securing placement in an outstanding library appropriate to the student's election; shortening of the Spring quarter and consequent reduction of instructional time; extra cost to the student of travel and off-campus residence; and interference with the work schedules of those students who were employed part-time. Furthermore, many of the libraries to which students travelled many miles were inferior in facilities and service to some libraries in the Nashville area.

In 1943 it was decided that additional information was needed about the pre-Library School experience of students, as a basis for determining the individual need of practice. With this information available, an individual program of practice could be planned for each student, beginning early in the fall for those who had had little or no previous library experience. The form designed for this purpose is given on the following pages.

For the group without previous library experience the introductory practice was provided in the Demonstration School Library, where the work was jointly planned by a member of the Library School faculty in charge of practice and by the School Librarian, as a part of the class requirement of 400A, Organization and administration. Some introductory practice was provided in 417A, Book selection, using the College and Demonstration School collections, and in 405A, Cataloging and classification, using new books added to the Young People's and the Demonstration School collections.

In the winter quarter practice in connection with 415B, Reference II, was provided by the cooperation of the instructor and the Reference Librarian in the Joint University Library. Practice was continued in cataloging and in book selection. In the Spring quarter, additional practice was provided in connection with course work in the school, college, and public library fields. Field trips to bookstores, a printing and publishing house, and to a variety of libraries were included. In all cases the practice was closely integrated with class instruction.

LIBRARY SCHOOL
GEORGE PEABODY COLLEGE FOR TEACHERS

Record of Library Experience and Practice of _____
student

Note: This record should be checked by the entering student to indicate the type of library activities engaged in prior to enrollment in the Library School. The list is not complete and does not include many of the professional activities in which librarians engage. It is intended to include activities and experiences assumed by the faculty to be desirable either prior to entrance or before graduation from the Library School. The record will be cumulated during Peabody residence and should be completed prior to graduation, when it becomes the permanent record of practice. Additional activities, especially of professional types, should be added if necessary to describe your experience adequately.

Indicate on the blank numbered lines all work experience in organized libraries after high school graduation. Write the appropriate numeral (rather than checks) in the first column to indicate the library in which each type of activity was carried on. Include an item only if you feel your knowledge of it can be demonstrated.

List of Libraries Worked In

0. None (check) _____

1. _____	_____	_____	_____	_____
Name of library	Location	Size (no. of volumes)	Date	No. of months
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

Types of Activities Engaged in in Each Library

Activity	Library Number		Remarks by Faculty
	Before Entrance	During	
I. Selection and acquisition of books			
1. Select titles for a collection			
2. Make out order cards			
3. Check data on order cards made by others			
4. Prepare order			
5. Check incoming shipment of books			
6. Withdraw order card, post date, etc.			
7. Collate books			
8. Accession			
9. Mark, stamp, and prepare for shelves			
10. Write reader's annotations			
11. Evaluate a collection in a subject			
12. Shelf-mark books			
13.			
II. Circulation and registration			
1. Charge books at desk			
2. Discharge books			
3. Record circulation data			
4. File day's circulation charges			
5. Send out overdue notices			
6. Fines: collect, account for, etc.			
7. Search for missing titles			
8. Handle "reserve" for titles			
9. Register borrowers			
10.			
11.			
III. Binding and care of collection			
1. Shelf books			
2. Read shelves			
3. Repair torn pages, etc.			
4. Recase			
5. Assist in inventory			
6. Weed and discard			
7.			
IV. Periodicals			
1. Check in			
2. Prepare for binding			
3. Select for a collection			
4. Reinforce covers			
5.			
V. Pamphlets and ephemera, and vertical file (write in specific materials)			
1. Select materials			
2. Assign subject headings			
3. Prepare			
4. File			
5.			
6.			

Activity	Library Number		Remarks by Faculty
	Before Entrance	During	
VI. Audio-visual materials			
<u>Audio</u>			
1. Select			
2. Classify and assign subject headings			
3. Catalog			
4. Operate machines			
(List) a.			
b.			
<u>Visual</u>			
1. Select			
2. Classify and assign subject headings			
3. Catalog			
4. Operate machines			
(List) a.			
b.			
VII. Cataloging and classification			
1. Verify names			
2. Prepare L.C. card orders			
3. Adapt and type printed cards			
4. Type catalog cards			
5. File catalog and shelflist cards			
6. Classify			
7. Catalog			
8. Assign subject-headings			
9. Keep subject authority record			
10. Reclassify and recatalog			
11. Prepare manual of routines			
12.			
VIII. Reference			
1. Answer "quick" reference questions			
2. Answer research questions			
3. Consult with teachers			
4. Handle inter-library loans			
5. Compile bibliographies			
6. Give instruction in use of library			
7. Prepare manual of procedure			
8. Evaluate the adequacy of a collection			
9. Study methods of bibliographic research			
10. Work with community groups			
11.			
12.			
IX. Displays, publicity, etc.			
1. Plan and execute displays			
2. Give book talk or review			
3. Write annotations for lists			
4. Write annotations for displays			
5.			

Activity	Library Number		Remarks by Faculty
	Before Entrance	During	
X. Miscellaneous, secretarial, and other work			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

- XI. Visits to libraries, classes, and meetings
1. Library and related visits (list each)

2. Professional meetings attended (list each)

3. Classes visited (list each)

A major difficulty in integrating instruction in the Library School with practice in the Joint University Libraries is a basic difference of opinion between the majority of the faculty and the Director of the Joint University Libraries. It is the belief of the former that practice should serve as an introduction to the techniques and methods of a particular library, without spending enough of the graduate student's time to result, necessarily, in attaining a high degree of skill, nor to make a significant contribution to the work program of the library. Furthermore, this group contends that students in the Library School have the same rights with respect to the specialized services of the staff of the Joint University Libraries that students in other graduate and professional schools have; and that a competent library staff should be expected to contribute both time and energy in promoting the training of fellow librarians. This point of view seems to be in keeping with the high educational hopes expressed by those who were instrumental in establishing and financing the Joint University Libraries.

While some progress was made in integrating the curriculum and practice work in the Library School with the activities of certain departments in the Joint University Libraries, further cooperation in this direction seems desirable. In terms of the needs of the Library School and of the educational program of the Joint University Libraries, this might be further advanced by joint employment of probably three persons: The Demonstration School Librarian, the Peabody College Librarian, and the Head of the Reference Department. If an intelligent program were planned, and the staff selected in terms of definite combinations of functions and their requisite qualifications, the efficiency of integrating instruction and practice, as well as many other related matters of improved instruction and library service, might be greatly increased.

At various times steps have been taken looking toward such integration, but such a program has not been a consistent and persistent policy of the College and of the Joint University Libraries.

Other Recommended Revisions

The only courses in the core curriculum which have not undergone important revisions are the two-quarter sequence, 400A, Organization and administration, and 400B, Principles of librarianship.

Organization and administration.-- The data presented in Chapter III seem to indicate that students are making satisfactory attainment of the knowledge and skills represented in the routines of circulation, accession, order, and inventory. Some additional emphasis seems desirable for the routines of pamphlets, of binding, and of repair of books. The latter has been provided through additional laboratory experience.

The unit on statistics has been dropped from this course, although some attention is given to the statistical data compiled in the work of the order, accession, circulation, and other departments. Similarly, it seems to the present writer that the present unit on annual reports should be omitted, since annual reports vary greatly in school, college, and public libraries. The annual report properly belongs to the content of the administration course in each of these three fields.

As a final unit of 400A it is suggested that general material on the nature and function of administration might properly be added. Appropriate topics might be:

- Function of administration
- Flow of authority
- Span of control
- Delegation of responsibility

Principles of librarianship.— The course in Principles was designed as an introduction to librarianship, and at one time was offered prior to Organization and administration, rather than following it, as at present. The outline indicates that the course content is not logically developed, and that it contains material that seems to be a hang-over from the old introductory course which stressed the public library content and point of view. Some of the material would be more appropriate to the third-quarter courses in administration. For example, legislation, buildings, and financial support vary widely for school, college, and public libraries, and these topics are treated in the respective courses in administration. Similarly, departmental organization and routines are treated in the previous course, Organization and administration.

Specific suggestions for the reorganization of the content of this course are made with considerable uncertainty, and experimentation is certainly indicated. The following points of view are represented in the suggested revisions:

1. All students who complete the year curriculum should have some factual knowledge and appreciation of the historical development and significance of libraries
2. The public library serves an entire community, including school and college students and faculty, and general information about its service program is desirable
3. For guidance in selecting a field or subject specialization, information about many types of libraries is desirable
4. Information about professional organizations, training agencies, etcetra, is desirable for all
5. Material which is highly specialized and applies to a limited field should be reserved for the specialized third-quarter course

A course title which is more accurate and descriptive than Principles of librarianship seems desirable. Introduction to librarianship seems to be reasonably accurate as a descriptive title. The following course outline is proposed.

I. Brief history of libraries

Introduction: Human progress is reflected in the form and content of records, and the purposes for which they have been collected.

Pre-Christian society and libraries

- Egypt

- Greece

- Monasteries and the middle ages

- Rise of universities

- Public library movement in Europe

- Early libraries in America

- Colonial colleges

- Mercantile, proprietary, and subscription libraries

II. Modern libraries in the United States

- School
- College
- Public
- National
- State
- Municipal (city and county)
- Technical

III. Librarianship as a profession

- Number and distribution of professional workers
- Professional organizations
- Development of library schools
- Fields of specialization

Third-quarter book selection.--- Previous sections have reported some comment of students and of the present writer about the content of the third-quarter courses in book selection.

The writer feels that two courses for school librarians should be combined - 517A School-community materials, and 515A Information from books - into a single course emphasizing the content of books for secondary school libraries. Most of the core courses stress techniques. Nowhere in the curriculum does the prospective school librarian have an opportunity to read widely in the books of the kind which will, or should, be in the school collection. It is recommended that 515A and 517A be combined into a single course of 6 credits, meeting possibly three or four times per week, with emphasis upon knowledge of the content of books for the secondary school library.

Replacing 517C, it is recommended that a course of similar credit value be offered in contemporary literature. This should stress the types of books that college and public librarians working with adults are most likely to have the opportunity to select and to advise readers about - recent fiction, biography, travel, poetry and drama, and similar titles that would comprise a browsing or recreational collection. Opportunity should be provided for reading widely, with reduction of hours of class meeting.

Second Year Course

There are only five library schools approved by the Board of Education for Librarianship of the American Library Association as Type I schools which award the master's or a higher degree for a second-year program in library science. These schools are: The Graduate Library School of the University of Chicago, the School of Library Service of Columbia University, The Library School of the University of Michigan, the School of Librarianship of the University of Illinois, and the School of Librarianship of the University of California.

Southern librarians who wish to complete advanced work in the South must either take advanced degrees in other fields or must go to one of the distant library schools to find an approved curriculum.

The Graduate College of Peabody offers the M.A. degree with a major or minor in library science for persons who have completed a major or minor in library science in an approved undergraduate curriculum in library science. The requirements in Library Science

are the same as in other graduate divisions of Peabody College. The faculty has approved the following guiding principles with respect to the M.A. degree with a major or minor in Library Science as of March 11, 1943:

A student who has not had undergraduate work in library science should not elect a graduate major or minor in that field as a candidate for the M.A. degree in the Graduate School and expect to graduate in three quarters. For the M.A. program a graduate major in library science requires a foundation of at least 18 quarter hours and a graduate major in library science. The total of graduate and undergraduate hours in library science must represent a minimum of at least 54 hours and include courses numbered in the 520's. A candidate for the M.A. with a library science major who has no previous library science work may complete this program in not less than four quarters.

A candidate for the M.A. should not elect a minor in library science unless at least 18 hours of foundation courses are offered in this field. Undergraduate and graduate courses must total at least 30 hours in library science, with adequate distribution in the core curriculum, i.e., reference, cataloging and classification, organization and administration, and book selection.

The B.S. in L.S. degree is recommended for those who have had no undergraduate work in library science and who wish to complete a degree program in three quarters. This program requires a full year of professional work above the undergraduate bachelor's degree.

However, the foregoing provisions do not fit the needs of the college graduate who has had no undergraduate library science and who has taken the B.S. in L.S. degree at a graduate school such as Peabody. Most of the graduates of the Library School fall in this group. The whole question of degrees in library science is a moot one, and the present situation may be radically changed with the improvement of undergraduate departments in library science. For the student who has completed the B.S. in L.S. degree and who wishes to continue study for a second degree in the same field, the M.S. in L.S. is probably the most appropriate degree.

Without respect to the specific degree, Peabody should offer an additional year of work for the training of librarians in supervisory positions in city and state school library systems, and the head librarians in large college and university library positions. A brief statement of courses pertinent to such training is therefore given.

General Courses for all Second-year Students

L.S. 523,	Methods and literature of research	4
L.S. 510,	Southern library background	4
L.S. 523,	Special problems, or Thesis	4 or 6
Ed. 436A,	Instruction and investigations in reading	4

Additional Courses for School Library Positions

L.S. 573C,	Problems of school library administration	4
L.S. 541,	Reading interests of children and young people	4
Eng. 542,	History of literature for children	4
Eng. 442B,	Literature for young people or	
Eng. 442C,	Children's poets and poetry or	
Eng. 545,	Problems in children's literature	4

Electives in a related field to meet requirements

Additional Courses for College Librarians

L.S. 573A,	Problems in college library administration	4	
L.S. 555,	Advanced reference	4	
L.S. 556,	Advanced cataloging and classification	4	} Elect 2
L.S. 557,	Government documents	4	
American or English literature, elective			
Ed. 567A,	Duties of deans and registrars or similar courses in administration of higher education	4	
The four general courses listed above			16

Electives in a related field to meet requirements

Eight of these courses, totaling 32 quarter hours, are not now offered. When a person qualified by advanced training and experience in teaching at the graduate level is placed in charge of the Demonstration School Library, this person could offer one course each quarter during the regular year and two in the summer. Problems in school library administration should be offered every summer, and English 442D and Library Science 541 could be offered in alternate summers.

The courses in Advanced reference and Government documents could also be offered in alternate summers by the Director of the Library School or by the head of the Reference Department of the Joint University Libraries.

The course in Advanced cataloging and classification should be offered by the instructor in that subject in the Library School, Mr. Douglass.

Miss Cundiff now offers two courses in the English Department, 442A, History of literature for children and 442B, Prose literature for children. It is recommended that the second course be divided into two courses, 442B, Literature for young children, and 442D, Literature for adolescents. The course in History of children's literature should then be placed in the 500 level.

The librarian of the Joint University Libraries might offer Library Science 573A, Problems of college library administration. In order to offer this course he would need to be relieved from teaching the present L.S. 507A, College library administration. The present course would be modified to suit the needs of department heads and librarians of small college libraries, and the new course would consider more advanced and technical problems related to the administration of university libraries.

An instructor for the course in Southern library background would probably need to be developed or brought in on a visiting basis. Instructors of other courses now offered in the College are: Education 567A and 567B, the College dean and registrar, Mr. Robinson; English 545, Problems in children's literature, Mr. Brewton.

Several advantages are inherent in the suggested utilization of the Library School faculty, members of the College faculty, and members of the staff of the Joint University Libraries.

1. In offering a second-year curriculum members of the Library School faculty would be able to limit their instruction largely to their fields of specialization, such as reference, cataloging and classification, book selection, and children's literature. This

would undoubtedly tend toward improvement of instruction at the B.S. in L.S. level.

2. By combining library administration and part-time teaching, salaries could be increased and persons qualified for graduate instruction could be employed for the leading positions in the Joint University Libraries, presumably improving the quality of library service and tending to reduce the hiatus between library theory and practice.

3. Election by Library Science students of minors in the fields of Rural Sociology, Literature, Education, and other graduate departments, would be desirable from the point of view of broadening the training of library leaders and of making more efficient use of the graduate faculty of the College.

LIBRARY SCHOOL - CERTIFICATES AND DEGREES

	B.S. in L.S. Degree			Certificate		
	<u>June</u>	<u>August</u>	<u>Total</u>	<u>June</u>	<u>August</u>	<u>Total</u>
1929				4	3	7
1930				15	9	24
1931				15	19	34
1932	15	3	18	6	3	9
1933	15	12	27			
1934	13	16	29			
1935	25	18	43	2	4	6
1936	27	11	38		3	3
1937	26	28	54		2	2
1938	34	35	69		1	1
1939	43	55	98			
1940	55	73	128			
1941	37	89	126			
1942	28	71	99			
1943	30	42	72			
1944	18	31	49			
Total			850	40	44	86
Grand Total			936			

ENROLLMENT BY QUARTERS AND YEARS

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>No. of different students</u>	<u>Summer</u>	<u>Total student quarters</u>
1928-29	25	20	18	32	106	169
1929-30	42	44	45	65	156	287
1930-31	55	47	52	70	101	255
1931-32	25	26	30	37	78	159
1932-33	35	38	37	47	78	188
1933-34	23	19	22	30	81	145
1934-35	30	29	31	34	104	194
1935-36	30	31	31	35	161	253
1936-37	30	36	40	41	183	289
1937-38	53	63	64	70	231	411
1938-39	57	62	95 ¹	107 ¹	371	551
1939-40	75	77	104 ²	119	339	595
1940-41	66	60	74	89	294	494
1941-42	48	47	50	72	216	361
1942-43	31	28	34	45	128	221
1943-44	22	20	30	40	136	208

¹ 34 entered first-quarter classes in second term of spring quarter.

² 15 entered for second term only.

TABLE XI
FREQUENCY OF MAKING VARIOUS TYPES OF CATALOG ENTRIES
BY GRADUATES IN SCHOOL LIBRARY WORK

	ANS.	MANY		FEW		NONE	
1. Anonymous books--Author known	84	2	2%	41	49%	41	49%
2. Anonymous books--Author unknown	84			42	50%	42	50%
3. Anonymous books--"By the author of"	83			19	23%	64	77%
4. Anonymous classics	84	3	4%	44	52%	37	44%
5. Atlases	83			63	76%	20	24%
6. Attributed authorship	84			6	7%	78	93%
7. Changed title	83			20	24%	63	78%
8. Collections under title	84	2	2%	59	71%	23	27%
9. Commentaries	81			20	25%	61	75%
10. Concordances	79			21	27%	58	73%
11. Continuations--Almanacs, yearbooks, etc.	86	14	16%	67	78%	5	6%
12. Continuations--Directories	85	3	4%	41	48%	41	48%
13. Continuations--Proceedings, reports, etc.	83	8	2%	29	35%	52	63%
14. Corporate bodies--Government	82	5	6%	46	56%	31	38%
15. Corporate bodies--Institutions	82	5	6%	40	49%	37	45%
16. Corporate bodies--Societies	82	4	5%	37	45%	41	50%
17. Criticism	82	3	4%	17	20%	62	76%
18. Dramatizations, parodies	83	1	1%	38	46%	44	53%
19. Epitomes	81			14	17%	67	83%
20. Festschriften	80			7	9%	73	91%
21. Government publications--Separates--Government body as author	83	5	6%	55	66%	23	28%
22. Government publications--Separates--Personal author	82	4	5%	36	44%	42	51%
23. Government publications--Serials	79	2	3%	37	47%	40	50%
24. Indexes and supplements	83	2	2%	51	61%	30	36%
25. Initials--Author unknown	83	1	1%	19	23%	63	76%
26. Maps	83	2	2%	30	36%	51	62%
27. Music	82	3	4%	12	15%	67	81%
28. Periodicals	82	6	7%	36	44%	40	49%
29. Reprints	82	10	12%	29	35%	43	53%
30. Revisions	82	10	12%	35	43%	37	45%
31. Sacred books	82	1	1%	47	57%	34	42%
32. Selections	83	5	6%	50	60%	28	34%
33. Series--Cataloged as separates	84	5	6%	45	54%	34	40%
34. Series--Cataloged as serials	82	3	4%	32	39%	47	57%
35. Sets--Cataloged as separates	82	3	4%	54	66%	25	30%
36. Sets--Kept together and analyzed	83	5	6%	50	60%	28	34%
37. Table talk	80			9	11%	71	89%

TABLE XII

FREQUENCY OF MAKING VARIOUS TYPES OF CATALOG ENTRIES
BY GRADUATES IN COLLEGE LIBRARY WORK

	ANS.	MANY	FEW	NONE
1. Anonymous books--Author known	42	2 5%	26 62%	14 33%
2. Anonymous books--Author unknown	41	1 2%	23 56%	17 42%
3. Anonymous books--"By the author of"	41		10 24%	31 76%
4. Anonymous classics	42	3 7%	27 64%	12 29%
5. Atlases	42	3 7%	34 81%	5 12%
6. Attributed authorship	41		12 29%	29 71%
7. Changed title	41	1 2%	21 51%	19 47%
8. Collections under title	42	11 26%	26 62%	5 12%
9. Commentaries	43	5 12%	23 53%	15 35%
10. Concordances	43	5 12%	23 53%	15 35%
11. Continuations--almanacs, yearbooks, etc.	42	20 48%	20 28%	2 4%
12. Continuations--directories	42	11 26%	25 60%	6 14%
13. Continuations--Proceedings, reports, etc.	42	12 29%	25 60%	5 11%
14. Corporate bodies--Government	43	15 35%	24 56%	4 9%
15. Corporate bodies--Institutions	43	16 37%	23 53%	4 10%
16. Corporate bodies--Societies	43	13 30%	25 58%	5 12%
17. Criticism	41	9 22%	24 58%	8 20%
18. Dramatizations, parodies	40	1 3%	26 65%	13 32%
19. Epitomes	41		18 44%	23 56%
20. Festschriften	41		5 12%	36 88%
21. Government publications--Separates--Government body as author	44	15 34%	25 57%	4 9%
22. Government publications--Separates--Personal author	44	11 25%	25 57%	8 18%
23. Government publications--Serials	42	15 36%	21 50%	6 14%
24. Indexes and supplements	42	7 17%	30 71%	5 12%
25. Initials--Author unknown	41		20 49%	21 51%
26. Maps	41		14 34%	27 66%
27. Music	41	9 22%	11 27%	21 51%
28. Periodicals	41	13 29%	16 39%	13 32%
29. Reprints	42	8 19%	20 48%	14 33%
30. Revisions	42	14 33%	17 40%	11 27%
31. Sacred books	41	6 15%	21 51%	14 34%
32. Selections	41	9 22%	21 51%	11 27%
33. Series--Cataloged as separates	42	13 31%	19 45%	10 24%
34. Series--Cataloged as serials	42	11 26%	17 40%	14 34%
35. Sets--Cataloged as separates	42	15 36%	21 50%	6 14%
36. Sets--Kept together and analyzed	42	9 21%	25 60%	8 19%
37. Table talk	39		13 33%	26 67%

MANUAL OF TECHNIQUES
IN
LIBRARY ORGANIZATION

RUBY ETHEL CUNDIFF



THE PEABODY PRESS

Nashville 4, Tennessee

1945

**MANUAL OF TECHNIQUES
IN
LIBRARY ORGANIZATION**

**By
RUBY ETHEL CUNDIFF**

Peabody Contribution to Library Education
Number 2

PEABODY PRESS

Nashville 4

Tennessee

1945

PEABODY CONTRIBUTIONS TO LIBRARY EDUCATION

No. 1. Evaluation and Revision of the Library
School Curriculum

Edward A. Wight

No. 2. Manual of Techniques in Library Organ-
ization

Ruby Ethel Cundiff

No. 3. Handbook of Card Forms for Cataloging
(in press)

Robert R. Douglass

Copyright 1945
by
Peabody Press

(Second Printing)

Planographed by John S. Swift Co., Inc.
St. Louis-Chicago-New York-Cincinnati

TABLE OF CONTENTS

	Page		Page
Introduction	iii		
1. Purpose of the manual	iii		
2. Use of the manual	iii		
3. Library supply houses	iii		
4. Trade bibliographies	iii		
5. Points to note in studying a bibliography	iv		
	Page		Page
I. <u>Acquisition</u>	1	V. <u>Inventory</u>	38
A. Definition	1	A. Definition	38
B. Order card forms	1	B. Routine	38
C. Completion of order information	2	VI. <u>Periodicals and newspapers</u> .	42
D. Search for titles	3	A. Incoming mail	42
E. Approval of order	3	B. Routine for newspapers .	42
F. Holding cards for later purchase	3	C. Periodicals	42
G. Frequency of orders	3	VII. <u>Binding</u>	48
H. Selection of agent	4	A. Periodicals	48
I. Writing order letter	4	B. Books	52
J. Adding information to order card	6	VIII. <u>Mending</u>	54
K. Filing order cards	6	A. Mending vs binding . . .	54
L. Books received	7	B. When to mend and when to bind	54
M. Budgets and accounts	8	C. Who should mend	54
II. <u>Accessioning</u>	12	D. Aids	54
A. Routine	12	IX. <u>Gifts</u>	55
B. Sample page	13	A. Types	55
III. <u>Mechanical preparation of the book</u>		B. Manner of giving	55
A. Purchase entry	14	C. Acceptance	55
B. Entering accession number in book	14	D. Routines	56
C. Stamping	15	X. <u>Exchanges</u>	58
D. Typing book card	18	A. Piece for piece	58
E. Typing book pocket	18	B. Priced exchange	58
F. Pasting	19	C. Publishers'	59
G. Marking call number	23		
H. Shellacking call number .	23	XI. <u>Pamphlet file</u>	62
IV. <u>Circulation</u>	24	A. Definition	62
A. Definition	24	B. Aids	62
B. Historical statement	24	C. Sources	62
C. Simple circulation routines	25	D. Acquisition	63
D. Recent charging systems .	37	E. Treatment	63

Introduction

1. Purpose of the manual

- a. This manual is designed as an explanation of techniques without giving the underlying principles.
- b. It has been planned for the use of Peabody Library School students taking course 400A Organization.
- c. Since the material included is not available in the same fullness in any other one place, the manual may be useful in short courses.
- d. Since there are many examples and forms, the untrained worker may find this a substitute for instruction which he is unable to get.
- e. The student who is eager to spend all of his time on strictly professional subjects while in library school may find this manual helpful in preparing himself to pass an examination upon library techniques. This will give him time for other courses.

2. The use of the manual

- a. As a textbook
 - (1) Each section should be read carefully.
 - (2) The student should then apply the routines to a problem assigned by the teacher or a self-assigned problem.
- b. As a reference book

If a question arises in the actual performance of technical work, whether a problem or an assigned task, the worker may find the recommended procedure by referring to the manual under the appropriate heading.

Note: At first the manual should be referred to step by step as the task is being performed. Later the steps become automatic.

3. Library supply houses

Demco Library Supplies, Madison, Wis.
Gaylord Bros., Syracuse, N. Y.
Library Bureau, Remington Rand Inc., Boston, Mass.

4. Trade bibliographies and special lists

- a. United States Catalog and Cumulative Book Index
 - (1) A list of points to consider in studying a bibliography is appended.
 - (2) A page furnished by the H. W. Wilson Company indicates the wealth of information to be gained from the C. B. I.
- b. Publisher's Trade List Annual
 - (1) The latest edition indicates whether a title published by any company is still in print.
 - (2) This bibliography is of little value unless the publisher is known.

Note: Lists published for special groups are very useful. Foreign language bibliographies are not used in this manual but if needed, would be used for same purposes as U. S. Cat and C. B. I.

5. Points to note in studying a bibliography

a. Scope

- Complete or selected
- Language limitations
- Subject limitations
- Time limitations
- Place limitations
- Form of "material" limitations, books, pamphlets, analytics, manuscripts, maps

b. Purpose

Just what compiler tried to do: On that his work is to be judged.

c. Arrangement

- Alphabetic
- Topical (or classified)
- Chronological
- Combination
- Indexes

d. Fullness of entry

e. Notes

- Contents
- Descriptive
- Critical
- Any at all

f. Location of copies

g. Compiler

- A bibliographer primarily or incidentally
- Knowledge of subject

Acquisition

- A. This term covers the processes involved in collecting material from the time when a request comes into the library until the material has been checked in at the library.
- B. Requests are entered upon order cards which may be of three kinds:

1. Commercial cards

These may be obtained from any of the library supply houses.

Class number	Author (surname first)		
No of copies ordered	Title		
Date ordered	Volumes		
Dealer	Publisher	Edition or series	
Date received	Illustrator	Year of publication	
Date of bill	Price	No of copies desired	
Cost per copy	Department for which recommended		
L C card no	Teacher making request		
Reason for request			

2. Originated cards

These are made to suit the special needs of the library. The symbols stand for branches and can be checked to show distribution of copies to branch libraries. Orders are thus consolidated on one card.

Copy				
Vols				
Ordered	Edition	Year		
Of	Publisher			
Received	Price	NH	B	Ca
Cost	Notify	JC	C	Cj
Invoice Date		NH	CP	Ex
		E	D	
		W	H	
		L	Z	
		LO		
		M		

DEMCO MADISON WIS

FLINT PUBLIC LIBRARY

3. Substitute cards

Cards sent by publishers may be used in place of regular order cards. All publishers do not send cards however.

Foley, Daniel J. No 906

GARDEN FLOWERS IN COLOR.

Published 1915-18

356 illus in color

119 pp

6 7/8 x 9 1/4"

Price \$1.25

Contents: Introduction Color in the Garden America's Favorite Garden Flowers Cultural Practices in the Garden

Description: A guide book for the beginner and a reference book for the advanced gardener. The beautiful color photographs and the accompanying text are arranged in alphabetical order for quick reference. Each plant is identified, with brief and adequate cultural directions. Both common and botanical names are listed. A special section tells about soils, fertilizers, and various cultural practices, with sketches of many garden operations. Annuals, perennials, many outstanding flowering trees and shrubs, vines, bulbs, and roses typical of those grown in American gardens are included. The color photographs will guide you in planning color schemes or combining plants in beds or borders.

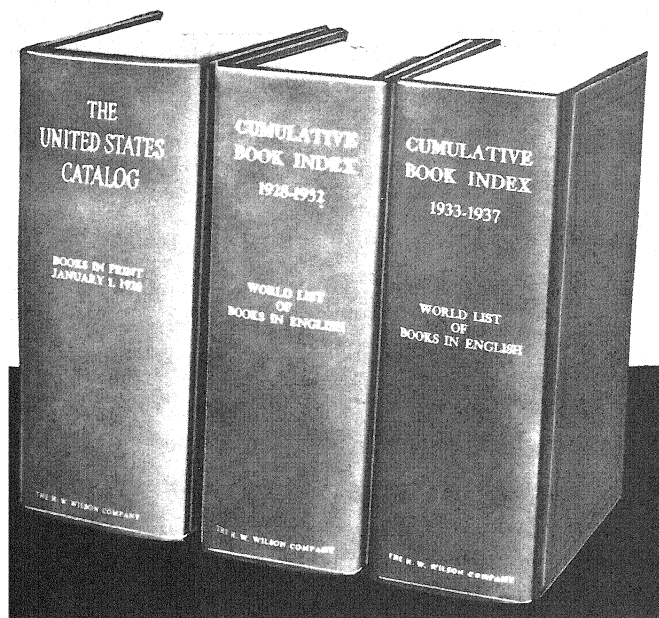
MACMILLAN LIBRARY CARDS

UNITED STATES CATALOG

An Author, Title and Subject Index to Books
in the English Language Published in
the United States, in Print January 1, 1928

CUMULATIVE BOOK INDEX

A WORLD LIST OF BOOKS
IN THE ENGLISH LANGUAGE



FOUNDATION
VOLUME

FIRST PERMANENT
SUPPLEMENT
FIVE YEARS, 1928-1932

SECOND PERMANENT
SUPPLEMENT
FIVE YEARS, 1933-1937

THE UNITED STATES CATALOG

Books in Print January 1, 1928

Edited by Mary Burnham

This is an index to all American Books in Print January 1, 1928 arranged in one alphabet under author, title and subject.

190,000 Titles

575,000 Entries

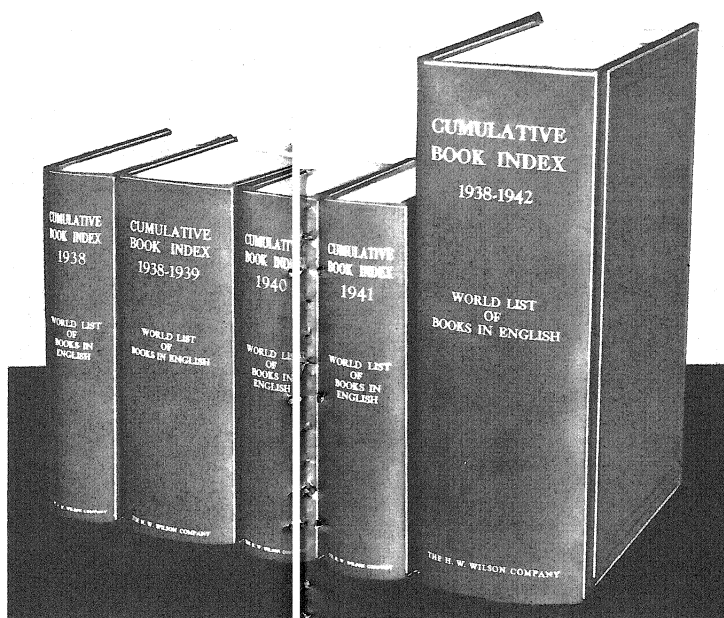
3164 Pages

SUPPLEMENTED BY THE

CUMULATIVE BOOK INDEX

1928-1932 1933-1937
2300 Pages 2680 Pages

These five-year volumes are the permanent supplements to the United States Catalog, Books in Print January 1, 1928. They are supplemented and brought down to date by the current numbers and cumulated volumes.



TEMPORARY SUPPLEMENTS FOR THE YEARS 1938-1941
WHICH WILL BE SUPERSEDED BY THE

THIRD PERMANENT
SUPPLEMENT
FIVE YEARS, 1938-1942

THE CUMULATIVE BOOK INDEX

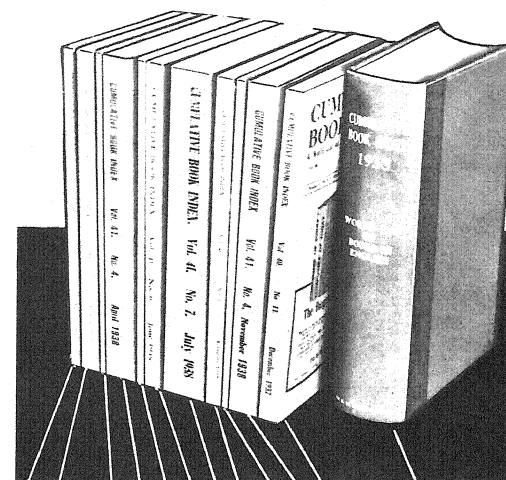
A WORLD LIST OF BOOKS IN THE
ENGLISH LANGUAGE

A one alphabet list of books in the English language with information of price, publisher, edition, binding and date of publication. Beginning in 1928, books in the English language, published in all countries, have been included, making the index an international one.

Each book is given an author and title entry, and as many subject entries as the contents warrant.

In addition to books of leading publishers, the Index includes books published by the authors, societies, institutions, also subscription books, selected government documents, pamphlets and many others about which it is difficult to get information. The inclusion of these books makes this Catalog especially valuable.

A directory of publishers, included as an appendix, provides names and addresses.



1 2 1 4 1 2 7 2 1 4 1 BOUND ANNUAL
CURRENT SERVICE FOR A YEAR
For an explanation of the cumulative plan see below

An explanation of

THE CUMULATIVE PLAN

1. All issues marked 1 are single issues and are superseded the following month.
2. Issues marked with a 2 are two months cumulations and supersede the previous single issues.
4. The first No. 4 (four month cumulation) supersedes all previous issues for the year.
7. No. 7 is a seven months cumulation and supersedes all previous issues for the year. It remains in use with the following No. 4 and No. 1 until the bound annual volume for the year is published.

Note:—The above cumulation plan is not followed the last year of the five year period included in the five year volumes.

C. Completion of order information

When a book is desired for the library, an order card should be filled out for it. Any of the forms mentioned may be used.

The information required is illustrated on the accompanying card.

		1
Class number	Author (surname first)	2
	Fargo, Lucile Foster	
No of copies ordered	Title	3
	Library in the school (Library	
Date ordered	Volumes	4
	curriculum studies)	
Dealer	Publisher	5
	A.L.A.	
Date received	Illustrator	6
	3d ed.	
	Year of publication	7
	1939	
Date of bill	Price	8
	\$3.50	
Cost per copy	No of copies desired	9
	Department for which recommended	10
	Reference	
L. C. card no	Teacher making request	
39-28974(W)	Mary Smith	
	Reason for request	

- Line 2. Author's name is written in full to avoid looking it up later.
- Line 3. The title is given in brief form, but enough to identify book. If there is a publisher's series note, it follows the title after two spaces and is enclosed in curves.
- Line 4. If title or series note extends over the line, it is carried without indentation to line 4. Number of volumes is stated if more than one. If a single numbered volume is desired, a "v" is placed in front of the number: e. g., v. 9.
- Line 5. Brief form of publisher's name is placed under word publisher on card and under edition or series the revised or numbered editions or series. Note: Publisher's series is written after the title in curves. (Lines 3-4 sample.)
- Line 6. If there is an illustrator, his surname is given followed by given name and year of publication on same line.
- Line 7. The price should be stated in the currency of the country in which the book is published. This is the list price entered in the trade bibliographies, selection aids, or in the advertisement of the book.
- Line 8. The name of the department making the request is indicated. This is for use in recording the cost to the department and in notifying the department when the book arrives.
- Line 9. Name of person making request should be given here. On left hand side of card, the Library of Congress card number is given if found. If there is a Wilson card available a (W) is placed after the L. C. number.
- Line 10. Reason for request may be given if not clear from name of department.

D. Search for titles

If a request for a book comes from a teacher, department head, or patron, it is wise to look for the title in the card catalog and in the books ordered file to see if the library now owns the book. If the book is not found, the order card is added to the list to be ordered. These cards are arranged alphabetically by the author's surname.

E. Approval of order

The purchase list should be approved by the Principal, Superintendent, Library Supervisor or Library Board if such approval is necessary.

F. Holding cards for later purchase

The person in charge of acquisition should check book lists and bibliographies regularly for items which will be desirable additions to the library. Since it is wise to order as large a number of books as possible at one time, these titles, together with requests as they come in, are placed in a consideration file. Cards for items wanted first or for more important titles may be marked by small indicators. These indicators may be purchased from any supply house in a variety of colors, any of which will be satisfactory. The size known as junior vise signals is to be preferred.

Class number	Author (surname first)	
No. of copies ordered	Title	
Date ordered	Volumes	
Dealer	Publisher	Edition or series
Date received	Illustrator	Year of publication
Date of bill	Price	No. of copies desired
Cost per copy	Department for which recommended	
L. C. card no.	Teacher making request	
	Reason for request	

G. Frequency of orders

1. If financial arrangements can be made, orders may be placed once a month in school libraries, once in six weeks in small public libraries, and as often as once a week in large university and public libraries.

2. It is undesirable to place one order a year, only. Reasons are:

- All books come in at one time, and the librarian cannot prepare them fast enough to put them into circulation before the newness wears off for many of them.
- A few books coming in at intervals keeps interest alive and prevents the librarian from being overwhelmed with work at any one time.
- Valuable new books which come out after the annual order has been placed will not be available until the next annual order is made.

H. Selection of agent

1. For all current books it is generally better to select an authorized dealer rather than to order from the publisher or the local book store because:
 - a. Books from many publishers can be ordered in one letter.
 - b. Books will come in one package rather than many, thus decreasing cost of transportation.
 - c. One check will cover the bill.
2. Many good jobbers are to be found. Usually nearness of the jobber to the library and nearness of the jobber to the publishing centers are desirable factors. The addresses of some jobbers are as follows:
 - Baker and Taylor, New York City, N. Y.
 - McClurg's, Chicago, Ill.
 - Follett Book Company, Chicago, Ill.
 - Barnes and Noble, New York City, N. Y.
 - Tennessee Book Company, Nashville, Tenn.
 - Hunting (re-inforced bindings), Springfield, Mass.

I. Writing order letter

1. Dealer is told:
 - a. How the books are to be shipped
 - b. Whether the discount is to be taken from items or from the bill as a whole
 - c. How reports are to be made on books which are out of stock or out of print
 - d. How many copies of the invoice are needed
 - e. When payments will be made if not at the usual time, the first of the month
2. An order number is assigned to the order. (Some libraries number each item. This seems desirable where foreign material is being ordered.)
3. Arrangement of titles:
 - a. Alphabetically by author. (This method, which makes checking the books when they arrive much easier, is usually used.)
 - or b. Alphabetically by publisher and under publisher alphabetically by author. (This is used for very large orders when the dealer prefers such an arrangement.)
4. Information to include about items:
 - a. Author's name, surname first
 - b. Brief title
 - c. Edition if not the first, or any edition if a later one is published but not wanted
 - d. Illustrator, editor, etc.
 - e. The series note
 - f. The publisher
 - g. Date of publication
 - h. Price given in the sales catalog or other source where the title was found
(No part of this information is tabulated except the price since cost cannot be added easily unless arranged in columns. Hanging indentation is used with single space between items but double space between items if item is one line only.)
5. Number of copies of order letter
 - a. One copy is sent to dealer.
 - b. One copy is made to use as a checking list when the books arrive. It is filed by name of dealer and then by date.
 - c. Additional carbons are made if a copy of the list has to be kept by anyone else, e. g., supervisor, business office, etc.

Blankville School Library

Blankville, Tennessee

Order number
342

June 2, 1944

Follett Book Company
1255 S. Wabash Ave.
Chicago 5, Illinois

Gentlemen:

Please send the books listed below by parcel post, adding the cost to the bill. Library discount should be deducted from the items; the bill should be rendered in duplicate, one copy being enclosed with the package as an invoice. Reports are desired on items which cannot be supplied or which will be delayed.

No. cop.	Items	Price
	Adams, K. and others. Heroines of the sky. Doubleday, 1942	\$2.50
	Benet, W. R., ed. Poems for youth. Dutton, 1925	2.50
	Bonner, M. G. Canada and her story. Knopf, 1942	2.00
	Boyd, James. Drums. Grosset, 1929	1.00
	Brower, H. M. Story-lives of master musicians. Stokes, 1922	2.50
	Bugbee, Emma. Peggy covers the news. Dodd, 1936	2.00
	Collins, A. F. Keeping your house in repair. Appleton-Century, 1941	2.50
	French, T. E. Manual of engineering drawing; 6th ed. McGraw, 1941	3.00
	Hillyer & Huey. Child's history of art. Appleton-Century, 1933	3.50
	Jones, Ossie Garfield. Parliamentary procedure at a glance. Appleton-Century, 1933	1.00
	Kelihier, A. V. Life and growth. Appleton- Century, 1938	1.75
	Peck, A. M. Roundabout South America. Harper, 1940	3.00
2	Reed, W. M. Stars for Sam. Harcourt, 1931 ea. \$2.75	5.50
	Shenton, Edward. Couriers of the clouds; rev. ed. Macrae Smith, 1937	2.00
	Thurber, James. Many moons. Harcourt, 1943	2.00

Yours very truly,

Jane Smith, Librarian

J. Adding information to order card

After order letter is written information added to order card includes:

1. Line 3: The number of copies if more than one
2. Line 4: The date that the order is sent
3. Line 5: Name of agent or dealer

Note: No other information is added in the other blanks in left column until the book comes.

Class number	Author (surname first)	1
No of copies ordered	Leff, David Neal	2
2	Title	3
Date ordered	Uncle Sam's Pacific islets	4
2My44	Volumes	5
Dealer	Publisher	6
Follett	Stanford univ. pr.	7
Date received	Illustrator	8
	Year of publication	9
Date of bill	Price	10
	No of copies desired	
Cost per copy	\$1.00	
	Department for which recommended	
L. C. card no	Social studies	
40-29797	Teacher making request	
	James Brown	
	Reason for request	

K. Filing order cards

1. Cards are then placed alphabetically by author in Books ordered file.
2. Cards are inter-filed with other outstanding orders.

L. Books received

1. Checking with invoice

When books are received, invoice should be checked at left of page and initialed by checker. This checking can be done as the books are unpacked or they can be unpacked and arranged alphabetically to be checked later. (See sample of checked invoice p. 10.)

2. Cards should be withdrawn from the books ordered file, using invoice.

3. Information transferred from invoice to left margin of order card:

- a. Line 6: Date book was received is added to order card.
- b. Line 7: Date of bill is added from invoice.
- c. Line 8: Cost of book is added to card from invoice.

4. Information transferred from card to invoice:

The department indicated on the order card is added to the invoice opposite the cost of the item.

5. Order card is compared with book to be sure that the right item has been received. Order card is placed in book with the left margin extending at top of book.

6. If invoice is correct and items in cost column show discount correctly computed and the bill is added correctly, the bill is marked "O.K." and initials of assistant added. (See sample p. 10.)

7. In case of error book is laid aside, letter is written to the agent, and book is returned to agent. If error is in bill only, bill is returned to agent. Note: Books are then ready to be accessioned.

520	Author (surname first)	
Class number	Read, William Maxwell	
R25s	Title	
No of copies ordered	Stars for Sam	
2	Volumes	
Date ordered		
1Je44		
Dealer	Publisher	Edition or series
Follett	Harcourt	
Date received	Illustrator	Year of publication
17Je44		1931
Date of bill	Price	No of copies desired
15Je44	\$2.75	2
Cost per copy	Department for which recommended	
2.20	Science	
L. C. card no	Teacher making request	
31-29970	John Clark	
	Reason for request	

M. Budgets and accounts

1. Wight, E. A. Public library finance and accounting. A.L.A. 1943 should be consulted for material on making a budget.
2. Large libraries and public libraries, which include salaries, rent, building, repairs, janitor's wages, etc. in their expenditures, will need printed records for their accounts. These records may be obtained from any of the library supply houses.
3. Order accounts
 - a. School libraries whose budgets consist of money for books, periodicals, binding and supplies only, may be able to use a simplified form in which a separate page is kept for each fund. On this page data from the account of all expenditures are analyzed.
 - b. Before the bill is turned over to the proper authority to be paid, the items are entered in the account book. These items are for the entire budget, all items being entered so that date of payment of any bill may be ascertained.

[illegible]

c. Department order account

- (1) From the invoice the amount spent for any department at one time may be found.
- (2) This is entered on the department account just as the entire bill is entered on budget account sheet.
- (3) With the information on the department sheet, the receipted bill can be referred to and any teacher shown what items he received for his department on any order.
- (4) If department account sheet is not full at end of year, a double line is drawn after last item. The next year's account is begun below double line.

[illegible]



WILCOX & FOLLETT CO.

TEXT BOOKS

FOLLETT BOOK CO.

LIBRARY BOOKS

1255 SO. WABASH AVE. CHICAGO 5, ILL.
CALumet 4580

Nº 175698

SOLD TO

SHIPPED TO

BLANKVILLE SCHOOL LIBRARY
BLANKVILLE
TENNESSEE

DATE 6/15/44 TERMS 30 days net SHIP prepay & add
—YOUR ORDER NO 342 SOLD BY BILLED BY ihj

OUR REFERENCE No

9810

When corresponding in regard to this order use this reference number

QUAN- TITY	Billed by Follett Book Company	BOOKS SENT AS ORDERED ARE NOT RETURNABLE. WARRANTS MUST BE REDEEMABLE IN CASH ON PRESENTATION	UNIT PRICE	DIS- COUNT	TOTAL
>1	THURBER	MANY MOONS	2 00	20%	1 60 Ju v
>2	REED	STARS FOR SAM, 6th ed.	2 75	20%	4 40 Sci
>1		FR. MANUAL OF ENGINEERING DRAWING 1941	3 00	10%	2 70 Ind Art
>1	BENET	POEMS FOR YOUTH	2 50	20%	2 00 Eng
>1	BROWER	STORY LIVES OF MASTER MUSICIANS	2 50	20%	2 00 Music
>1	SHEMTON	COURTIER OF THE CLOUDS	2 50	20%	2 00 Soc
>1	BOYD	DRUMS not illustrated	1 00	15%	86 Eng
>1	BUGEE	PEGGY COVERS THE NEWS	2 00	20%	1 60 Soc
>1	BONNER	CANADA AND HER STORIES	1 75	20%	1 40 Soc
>1	COLLINS	KEEPING YOUR HOUSE IN REPAIR	2 50	20%	2 00 Ind Art
>1	HILLIER & H.	CHILD'S HISTORY OF ART	3 50	20%	2 80 Fine Art
>1	PECK	ROUNDABOUT SOUTH AMERICA	3 00	20%	2 40 Soc
>1	KELIHER	LIFE AND GROWTH	1 75	20%	1 40 Health
>1	JONES	PARLIAMENTARY PROCEDURE AT A GLANCE	1 00	20%	80 Soc
REC					27 95
ADAMS AND K.: HEROINES OF THE SKY SEE "D" BELOW.					49 Trans
trans and ins.					28 44
THANK YOU					a.k REC

THIS IS YOUR PROTECT

Eng 2.85
Fire Art 2.80
Health 1.40
Ind Art 4.70
Ju v. 1.60
Music 2.00
Sci 4.40
Soc 8.20
Trans 1.99

KEEP THIS INVOICE FOR YOUR RECORDS.
DUPLICATE INVOICES CANNOT BE SENT LATER PLEASE COOPERATE.

A—Out of print. (Order cancelled)
B—Out of print. Quotation will follow
C—Stock exhausted (Order cancelled)
D—Publisher's stock temporarily out. Order cancelled. Reorder if wanted later
E—Temporarily out of stock. Will follow

CODE FOR SHORT REPORT
F—Not yet published. (Order cancelled)
G—Indefinite. (Please give more information.)

H—Cannot supply at price stated on order
J—Will come to you directly from our source of supply
K—At blindness. Will follow
L—Shipped under separate cover.
M—Publisher's price increased.

RECEIPTS

[illegible]

~~DISBURSEMENTS~~

[illegible]

I. Accessioning

- A. A separate loose-leaf accession book is used. In entering each copy on a line of the accession sheet, these directions should be followed:
 1. The day, month, and year should be placed in the upper left margin of each page, and the day and month before the first entry of each day thereafter.
 2. All the standard library abbreviations are used in all entries; a period follows abbreviations.
 3. Each volume is entered on a separate line. That number is never used for a work added later to replace the one originally listed there. A different line is used for each volume of a set. If the entry is the same (that is, author the same, title the same, etc., for copies or volumes of a work or if several books by same publisher or from same source) it can be dittoed, one ditto serving for the whole item, instead of dittoing each word, e. g., author, title, publisher, year, or source. If two volumes are bound in one, "1-2," "3-4," etc. is placed under the volume column. If one volume is bound in two parts, this is indicated as "1, pt.1," "1, pt.2," etc. If more than one copy, "c.1," "c.2," etc. is placed in the volume column.
 4. Only the surname of the author is used, with no initials and no punctuation.
 5. Short title follows, indicating omission by dots if necessary. Only the first word and proper names are capitalized. Title begins three spaces after the author. Titles are not tabulated.
 6. If several publishers are given, only the first named on the title page is used, or the most important is used if that publisher is indicated in large type with fine type names preceding.
 7. The date of publication is given in arabic figures; if imprint differs from copyright date, the most recent only is used with no period and no space, e. g., "c1926."
 - 7a. The source is given in brief form. This is the name of the agent: jobber, publisher or bookseller from whom the item is obtained. The name of the donor is used if the item is a gift.
 8. Under "cost" the actual cost of the book in dollars and cents is given with no dollar sign. When several volumes are bought at one time, cost of the series is placed opposite the first entry, e. g., v. 4, 5, 6 come together, cost is given on line for v. 4. In remarks column after v. 4, "3v." is written. If work is in two volumes, cost is placed after v. 1 and in remarks column, "2v." Dollars are entered in first column and cents in second column without dollar sign. If there are several copies, they are treated in the same way as volumes except the remarks column would indicate "2 c.," etc.
 9. For gifts, "Gift" is typed in the cost column.
 10. Under "remarks," any re-binding, withdrawal, or loss is indicated, that is, any change made in the disposition of the book.
 11. Typewriter should be used and tabulators set in order to get columns even.

B. Sample page

ACCESSION SHEET

Date 19 June 1944

REMARKS	NO.	AUTHOR	TITLE	VOL.	PUBLISHER	YEAR	SOURCE	COST	
	9 26	Benet	Poems for youth		Dutton	1925	Follett	2 00	
	27	Bonner	Canada and her story		Knopf	1942	"	1 40	
	28	Boyd	Drums		Grosset	1929	"	85	
	29	Brower	Story-lives of master musicians		Stokes	1922	"	2 00	
	30	Bugbee	Peggy covers the news		Dodd	1936	"	1 60	
	31	Collins	Keeping your house in repair		Appleton	1941	"	2 00	
	32	French	Manual of engineering drawing		McGraw	"	"	2 70	
	33	Hillyer	Child's history of art		Appleton	1933	"	2 80	
	34	Jones	Parliamentary procedure		"	"	"	80	
	35	Keliber	Life and growth		"	1938	"	1 40	
	36	Pack	Roundabout South America		Farper	1940	"	2 40	
	37	Read	Stars for Sam	c. 1	Harcourt	1931	"	4 40	2 c.
	38	"	"	c. 2	"	"	"		
	39	Shenton	Couriers of the clouds		Macrae	1937	"	2 00	
	40	Thurber	Many moons		Harcourt	1943	"	1 60	
	41								
	42								
	43								
	44								
	45								
	46								
	47								
	48								
	49								
	50								

Mechanical preparation of the book

A. Purchase entry in book

Date received, source, and cost are entered in pencil, one inch from the bottom edge and three-fourths inch from the inner edge and parallel to the inner edge, on the first page after the title page. The following order is used: day-month (abbreviated)-last two digits of the year; source-cost (in cents)--e. g., 28Ag32 Follett 188. Two-thirds inch space is left between items. Abbreviation can be used after the cost to indicate department or branch, e. g., Eng.

502
P27h

CONTENTS

PAGE

THE SIGNS ON THE HILL	
THE OLD BOULDER	
HEATH BELLS AND BERRIES	
THE CONE HUNT	
A TUFT OF WAVING PRIMROSES	
A STRANGE CLOAK	
SIR TALIS	
THE VASE AND THE PLUME	
PORT OF ELM	
JUNCO	
LITTLE SNOWSHOES	

120
B+T
16 My 44

877

- B. Accession number is entered in the book in ink on bottom of first page after title page, one and a half inches from bottom and parallel to bottom.

C. Stamping

1. Title page is stamped with ink stamp (name of library) parallel with bottom edge below imprint if possible, otherwise, above.
2. Top and bottom edges of pages of book closed, are stamped with rubber stamp parallel to covers.

HOLIDAY HILL

By
Edith M. Patch



THE MACMILLAN COMPANY
NEW YORK 1931

LIBRARY SCHOOL

3. The first page of the text proper is stamped with rubber stamp in center parallel with and immediately below last line of print on the page.

THE OLD BOULDER

THE granite rocks with rounded corners that sit on Holiday Hill year after year seem like idle things. They have a settled look as if they had been there always and would stay forever.

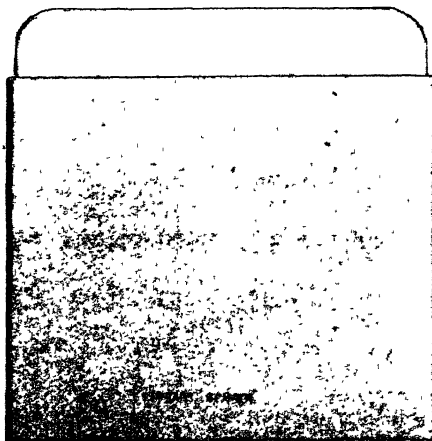
That giant stone, the biggest one of them all—what has it ever done? On a hot summer day, it casts a shadow where children can play comfortably or where they can sit and read without the glare of sunshine in their eyes. On blustery days, the wind breaks against the rock, leaving a quiet place on one side of it.

Perhaps you may think that is enough for a great rock to do, to make a pleasant shelter from sun and wind. What else, indeed, can it ever have done except just sit still? You will feel better acquainted with Holiday Hill, itself, I think, if you know something about that huge piece of granite which looks so steadfast and unchangeable.

[1]

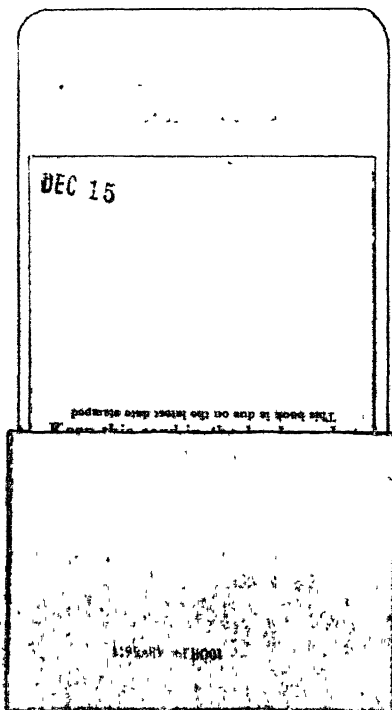
LIBRARY SCHOOL

4. The lower fourth of the book pocket is stamped with the rubber stamp in center and parallel to the bottom edge.



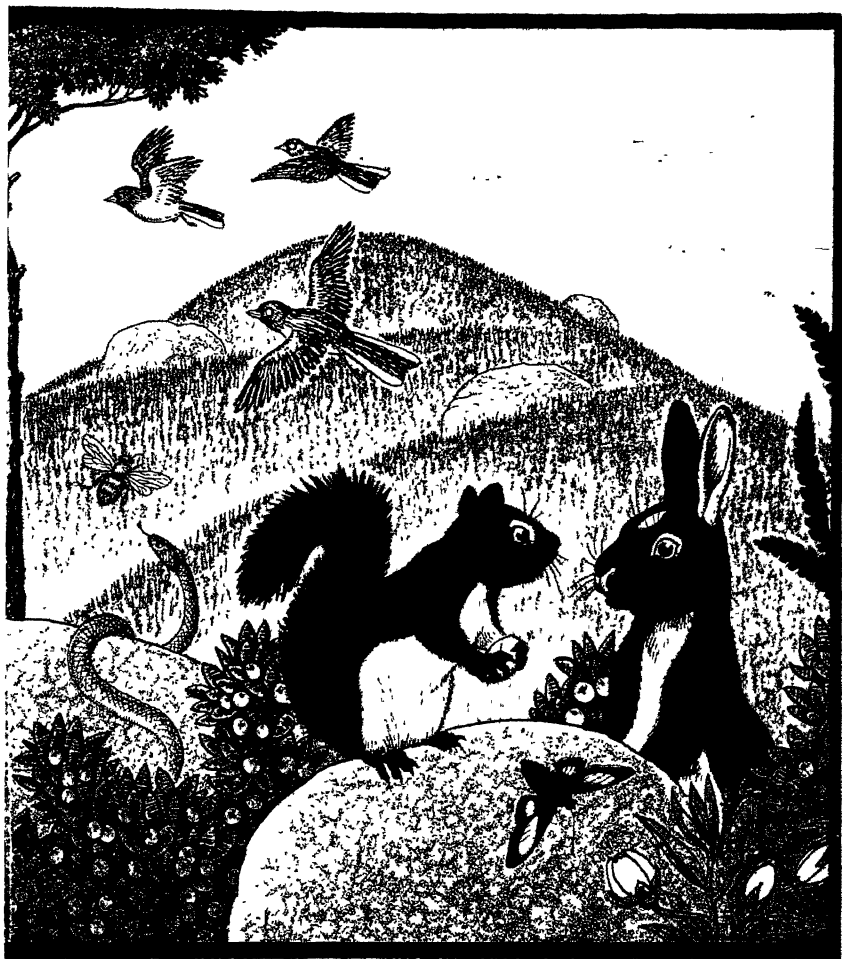
F. Pasting

1. The book pocket is pasted on the inside back cover one-half inch from the bottom unless there are decorated end papers. The date slip is centered at upper edge of page opposite book pocket or placed on same page with pocket on end paper. (See sample p. 21.)

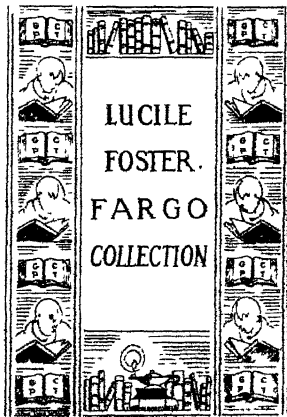


2. Decorated end papers

- a. If end papers are decorated the pocket is not pasted over decorations.



3. The book plate is pasted on the inside front cover slightly above the middle from top to bottom unless there are decorated end papers.
If end papers are decorated the book plate is placed in the upper left corner of the verso of the loose page of the end paper in the front.



G. Marking call number

1. Lettered in body of book

- a. In ink in upper left corner of the page after the title page
- or b. In pencil on the back of the title page under the copyright date
- or c. In ink on the upper left hand corner of the title page

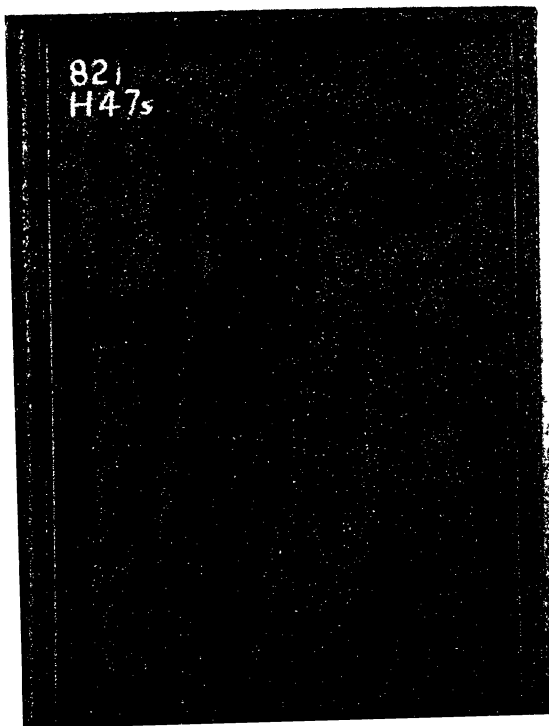
2. On the outside of the book using a stylus the call number is lettered:

- a. On the back strip three inches from the bottom of the book
- b. If the back strip is lettered or decorated, tempora is mixed to the color of the back strip which is painted and allowed to dry before lettering is done.
- c. If the back strip is too narrow for the number, lettering is done in the upper left corner of the front cover.

Note: Ink may be used in place of stylus. Carter's white ink, Higgins black India ink. Ball pointed pen is used and procedure is the same as with stylus.

H. Shellacking call number

The back strip, or the front cover is shellacked to keep lettering from wearing off.



IV. Circulation

- A. Circulation work is the means by which all materials in the library, except those which require research, reach the library readers. It includes contact with the reader and a system of records through which both the reader and the material may be located at any time.
- B. Historical statement

1. Day book

The first method of keeping records was by means of a day book in which each day titles taken from the library were entered in the order in which they were borrowed. This had the disadvantage of making it difficult to locate the book while it was in circulation and also to discharge it when the book was returned. Because of this the ledger system was originated.

2. Ledger system

One page was allotted to each person who borrowed books. Whenever a book was taken from the library the information was entered on the borrower's page and the date added. When the book was returned his record was found and the book was marked off. It was still difficult to locate a book in circulation; but it was easier to locate a book for discharging it than it had been in the day book. This system was used until about 1870.

3. Dummy system

Because it was desirable to know where a book was when not in the library, each borrower was represented by a wooden block covered with paper on the back of which were the borrower's name and address. When a book was borrowed the call number, author, and title of the book were copied on the side of the dummy. This block was then shelved where the book had been. It was easy to tell where the book was, but the borrower had to wait until the book was discharged before he could get another book. The blocks were sometimes made of paste-board boxes, and sometimes rather large cards were used. This system was used as late as 1886.

4. Temporary slips

These slips varied in size. Each time a book was taken from the library a slip was made including the call number, the author and title of the book, the borrower's name and registration number or his address. The date was added, and when the book was returned the slip was given to the borrower as his receipt. Variations of this system are still used in small collections where few books are circulated and when the period of loan is brief.

5. Permanent slips or card systems

- a. Browne charging system

This system was devised by Nina E. Browne, formerly librarian of the Library Bureau in Boston. It is described in Flexner, Jennie M. Circulation work in the public library A.L.A., 1927, pp. 77-78. According to the A.L.A. Survey of libraries in the United States 1926, about fifteen percent of the public libraries still used some modification of the Browne system.

- b. Newark system

This system is also described in Miss Flexner's book on pp. 78-82. Most libraries use some modification of this system although the modifications may be so great that these modifications or systems have acquired new names.

Note: Systems a and b were originated about 1876.

C. Simple circulation routines

1. Registration of borrowers

a. Substitutes

- (1) Some school and college libraries use the printed or mimeographed lists of students and faculty in place of the usual registration forms. In these cases, the borrower writes his name and address or room number on the book card.
- (2) Some school libraries use a reader's card in place of a registration card as well as in place of a borrower's card.

b. Routine

- (1) Borrower fills out an application blank

DO NOT WRITE ABOVE THIS LINE		No. Date Expires
<p>I hereby express my intention to use our Public Library and promise to obey all its rules, to take good care of all books drawn by me, to pay promptly all fines or damages charged to me, and to give prompt notice of change in my address</p>		
Sign full name		Phone
Residence		
Occupation		
Reference		
Address		
Age If under 18 years	Parent's Signature	DO NOT WRITE ABOVE THIS LINE
Application card		<p>No. I signify</p> <p>I, a resident, hereby apply for the right to use the LIBRARY, and I agree to comply with all its rules and regulations, to pay all fines, to make good any loss or injury to books incurred by me, and to give immediate notice of any change of residence.</p> <p>Signature in ink</p> <p>Residence</p> <p>Occupation</p> <p>Place of business</p> <p style="text-align: right; font-size: x-small;">Age IF A MINOR</p>

- (2) Desk assistant copies the name and address into a borrower's record book which is arranged numerically as is an accession book.

Date				
NO	NAME	RESIDENCE	PHONE	
51				
52				
53				
54				
55				
56				
57				
58				

2. Materials

- a. Book card (information on card includes author title, call number, including copy number and accession number.)
- b. Book pocket (information on pocket includes call number and accession number. Call number includes copy number.)
- c. Date slip (date due is stamped on this just before the book goes out.)
- d. Reader's card (kept in the library and arranged by borrower's name.) This is used in school libraries and children's rooms.

3. Borrowing books

- a. Borrower gets book from the shelf, takes book card from book pocket, and writes his name in column marked "Borrower's name."
- b. Borrower takes book and card to desk assistant, who stamps date due on
 - (1) Date due slip
 - (2) Book card in column marked "Date due"
- c. Borrower takes book. Desk assistant keeps card.
- d. Desk assistant arranges cards by borrowers' names and adds call number and author and title to reader's card at the end of the day before filing circulation or as he has slack time during the day. (Two lines are needed for this.)
- e. Cards are arranged by call number and filed behind the date due. (In college libraries, arrangement in one file by call number is to be preferred.)
- f. At end of the day the circulation is counted. (Circulation statistics are recorded on a daily statistics slip. See statistics p. 35.)
- g. "Date due" stamp is set for the next day, before the library is closed.

Smith, John 12
John Smith
2301 Highland Ave
12
June
3218 Russell NOV 2
R 89m
Meaning of democracy
520
R 253 Reed DEC 18
c.1 Stars for Sam

[illegible]

5. Reserving books

a. Class or group

- (1) Teacher or group leader hands in list of books to be reserved for use of a class or group.
- (2) Desk attendant collects these books, removes book cards, and charges the books to reserve.
- (3) Desk attendant inserts a reserve slip in the book pocket. This slip is marked "Reserve".

(2)

(3)

This

or

This

NO
15a REED 937
1 Stars for Sam

A T L A N T I C O C E A N I C S H I P

RESERVED

RESERVE BOOK

Not to be taken from this building

Time limit - 1 hour, but may be retained if not in demand

May be signed out for overnight hour before the library closes.

Must be returned to the Reserve Desk before 8 15 A M the following school day

Fine for late return 25 cents for the first hour and 10 cents for each succeeding hour

Form 17 N 41-3M-171

- (9) At the end of the first half-hour in the morning, all overdue reserve books are checked. Overdue notices are sent to students in classrooms or in home rooms at the end of the hour. A reserve book fine should not be allowed to get very large before the student is notified. If a student loses a reserve book, thirty-five cents is added to the list price of the book to pay for the extra work of a rush order, as this is the estimated cost of adding a copy of a book to the library.
- (10) Teachers are urged to remove books from reserve shelf as soon as need for them is over. (It is wise to discourage reserves for a whole term.) Books are not put on reserve or removed from reserve except by request of teacher.
- (11) When the book is taken off reserve, the special book card is removed and if it is not filled up, it is filed in a special file to be used again for the same book which will probably be put on reserve again. The regular book card in the reserve file is found and replaced in the book pocket. The reserve card is removed from book pocket and filed with other reserve cards to be used again. Book is placed on return shelf to be shelved.
- (12) Over-night loans are counted and recorded separately as home loans are. (See statistics p. 35.)

LIBRARY NOTICE	
Room Name	Date
Please come to the library to see about the following:	
<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Reserve book 520 R 255 c.1</div> <div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Read Stars for Sam</div>	
<div style="display: flex; justify-content: space-between; font-size: small;"> <div>Now ready for your use</div> <div>Now needed in the library.</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Reserved by you but not called for.</div> <div>Now overdue</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>On which there is a fine of _____</div> <div style="text-align: right;"> <div style="border-bottom: 1px solid black; display: inline-block; width: 150px;">Jane Smith</div> <div style="font-size: x-small;">Librarian</div> </div> </div>	

b. Individual reserves

(1) Request is noted

When a borrower asks for a book which is not on the shelves, the assistant makes a reserve for the book. This may be done:

- (a) By having the borrower fill out a postal card with the author and title of the book wanted, and the name and address of the borrower. This is filed by author and title and if several requests for the same book, by date under author and title
- or (b) By filling out a reserve slip
- or (c) By borrower writing his name on the next blank line on the book card

(2) Request is recorded

The assistant finds the book card and attaches a blue indicator to show that there is a reserve on the book (red indicators are used to show overdues, therefore a different color must be used).

(3) Book requested is returned to the library.

Blue indicator shows that the book is reserved. The following routine is then followed:

- (a) The postal card or reserve slip is found.
- (b) The borrower's name is placed in the book.
- (c) The book is placed on Books held shelf.
- (d) Postal is mailed to borrower or reserve slip is sent to home room if a school library.
- (e) Book is held for two or three days.
- (f) If called for, routine for circulation is followed and indicator is removed unless another reserve has been made for the book.
- (g) If not called for, next borrower is notified in case there is another reserve on the book. If no additional reserve for the book, indicator is removed and book is returned to the shelves.

Author _____
 Title _____
 No. _____ Date _____
 _____ 19____
 This book is now in the Library and will be reserved for you
 as requested until 9:00 P. M. _____
 Please bring this card with you.
LOUISVILLE FREE PUBLIC LIBRARY
 FORM 4

500
 MCTs
 C.1 REEL 377

Stars for Sam
 JOHN SMITH'S NAME
 John Smith
 Mary Jones

School Library Notice

Miss Mary Jones Room 10

Will you kindly call at the library to-day to see about the book charged to you now needed for reference

→ Reserved book 520 Reed
 Overdue book R253
 Fine due Stars for Sam

Librarian

Library Bulletin Card No. 1125

6. Overdues

a. Routine

Every day a desk assistant should follow this routine for books due the day before:

- (1) Cards for books overdue are taken from date file.
- (2) Before sending overdue notice, book is searched for
 - (a) On regular shelf
 - (b) On return shelf, i. e., books returned but not yet shelved
 - (c) Among books returned but not yet slipped (shouldn't be any)
 - (d) Among snags, i. e., books for which cards couldn't be found (there should not be any. See item 4. g. under Simple circulation routines.)
- (3) If books are not found, overdue notices are written on printed or P slips, or on stenciled slips made if the ones in the supply catalog are too expensive. All titles for one person are written on one slip.
- (4) If books do not come back at once, second notice is sent on the third day after the first notice.

LIBRARY NOTICE

Room 12

Date 12 0 44

Name

Please come to the library to see about the following:

321.8R89mC.1 Russell Meaning of democracy

Now ready for your use

Now needed in the library

Reserved by you but not called for.

Now overdue.

On which there is a fine of _____

Jane Smith

Librarian

Card No.

Name.....

Address.....

Call No.....

Author.....

Title

Date Loaned.

Date Due.....

Date Returned.....

1st Notice Sent....

2nd Notice Sent.

Messenger Sent

Reported Lost.....

Fines Due ... \$

Messenger Fee ... \$

Price of Book ... \$

Total ... \$

Rec'd Payment.



Month of

[illegible]

RULES FOR COUNTING CIRCULATION Adapted from A. L. A. (1915)

Statistics shall be counted from book cards or slips for each bound volume, pamphlet, or periodical lent for home use. The counting of prints, music-vols or other material is also desirable but should not be counted in book totals. Reserves shall be counted at or near the end of a regular period of issue, but no increase shall be made because books are read by others, or for any other reason.

D. Recent charging systems

1. Date tab
 - Hood, M. J. & Lyle, G. R. A new system of book charging for college libraries. *Library Journal* 65: 18-20, January 1, 1940.
 - Lynn, C. L. We do it this way. *Catholic World* 12: 190-91, March, 1941.
2. Date pocket
 - Rogers, R. D. Charging pockets; solution for overdues. *Library Journal* 66: 1072-74, December 15, 1941.
3. Indefinite loan period
 - Burgess, R. Indefinite loan period; reply to H. F. McGaw. *Wilson Library Bulletin* 17: 693, May, 1943.
 - McGaw, H. F. Circulation system based on an indefinite loan period. *Wilson Library Bulletin* 17: 452-3, February, 1943.
4. Machines
 - a. Dickman
 - Christopher, H. G. T. Dickman bookcharging system. *Library World* 39: 231-36, May, 1937.
 - The story of the Dickman book charging machine. *Library efficiency corp.*, n. d. 32 pp.
 - b. Gaylord
 - Daniels, M. How it is done at Washington University. *Library Journal* 34: 397-99, May 15, 1939.
 - The Gaylord Electric-automatic book charging machine. *Gaylord Bros.*, n. d. 6 pp.
5. Microphotographic
 - Fussler, H. M. Library photography; charging books photographically by means of a microfilming camera. *Library Journal* 65: 341, April 15, 1940.
 - Microphotography and book charging. *Journal of Documentary Reproductions* 3: 119, June, 1940.
 - Pragan, O. Photographic charging of books. *Library Journal* 65: 1059-60, December 15, 1943.
 - Shaw, R. R. Reducing the cost of the lending process. *American Library Association. Bulletin* 35: 504-10, October 1, 1940.
6. Punched card
 - Automatic book charging. *Library Journal* 66: 803, September 15, 1941.
 - Kilgour, F. G. A new punched card for circulation records. *Library Journal* 64: 131-33, February 15, 1939.
 - Montclair Public Library. Circulation records control by punched cards. *The Library*, n. d. 11 pp.
 - Parker, R. H. The punched card method in circulation work. *Library Journal* 61: 903-5, December, 1936.
 - Pratt, E. C. International business machines' use in circulation departments. *Library Journal* 67: 302-3, April 1, 1942.
 - Punch card system tested. *Library Journal* 66: 652, July, 1941.
 - Waugh, D. Business machines in the public library. *Wilson Library Bulletin* 16: 366-87, January, 1942.
7. Self-charging
 - Baker, E. G. H. Self-charging. *Wilson Library Bulletin* 15: 508, February, 1941.
 - McGaw, H. F. Self charging system. *Wilson Library Bulletin* 16: 685-60, April, 1942.
8. Steel signal tabs
 - Helen, Sister. Simplified circulation records for a college library. *Library Journal* 66: 201-3, March 1, 1941.

V. Inventory

A. Definition

Inventory is a process of comparing the shelf list (a card file of books in the library arranged in the same manner that the books are arranged on the shelves) with the books on the shelves in order to find out which books are missing and how many books are missing.

B. Routine

1. Reading shelves

Shelves should be read the day before taking the inventory so that work will go smoothly.

2. Obtaining materials needed

Slips, clips, and section of the shelf list are obtained from the head of the department. These are taken to the shelves. The rod is removed from the tray.

3. Working in pairs

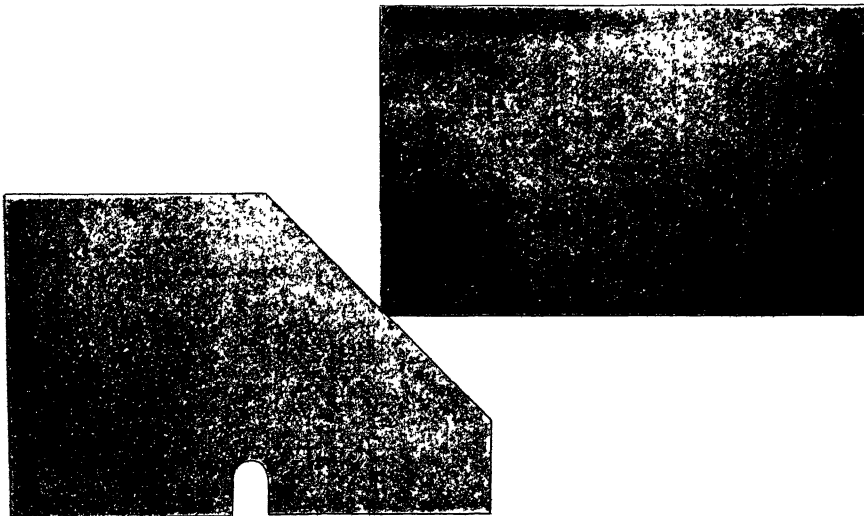
Assistants work in pairs; one reading the shelf list, the other reading the number of the books on the shelves. They exchange work every thirty minutes or every hour in order not to become fatigued.

4. Reading shelf list

a. Class number, book number, volume and copy numbers are read aloud from shelf list. Author and title are read when necessary to identify an item. Shelf reader responds with "Check," "Yes," or some other agreed upon signal if book corresponds with numbers read.

b. If number is read for which no book is found, the card is turned on end in its regular place with the call number at the top.

c. If the book for which the number is read is there but there is a difference in call number on card and on book, the book is taken from the shelf, the call number is copied from the shelf card on P slip or temporary card. This is then placed in the shelf list and shelf card is placed in book with call number protruding. Book is placed on truck to be corrected.



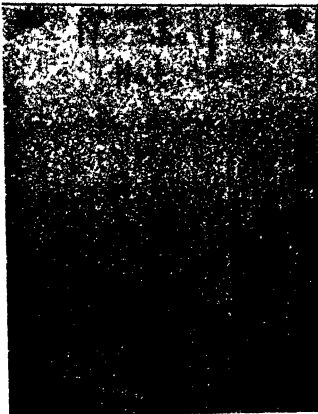
7. Record work for shelf cards with indicators
 - a. On P slips or temporary cards, call number, author, and short title are copied for books missing as shown by shelf cards with red indicators.
 - b. These slips are filed by call number at front of shelf list behind guide marked "Missing books, date."
 - c. Every Monday for six weeks these books are looked for as they may return. The first Monday of each month thereafter they are searched for until time for next inventory.
 - d. If book is found, red indicator is removed from the shelf card and slip is destroyed. If only one volume or copy was missing and it is found, the pencilled notation on the shelf card is erased and the red indicator is removed and the slip is destroyed.
 - e. If book is needed badly, it is replaced at once and the search is discontinued. The slip is then destroyed and the indicator removed from the shelf card.
 - f. If book is not found at next inventory, a second red indicator is added, and when inventory is completed, decision is made whether to replace the book or to withdraw it from the collection.
8. Withdrawn records

If decision is not to replace the book:

 - a. Shelf card is taken from the shelf list.
 - b. Catalog cards are removed from the card catalog.
 - c. All records are marked "missing" with the date.
 - d. Shelf card is filed alphabetically by author in a file marked "Books lost and discarded."

Note: Each entry must be decided on its own merits in as much as there is no general rule to follow in deciding whether to replace or to withdraw missing titles.
9. Searching card catalog for books having no shelf card
 - a. All books marked "No shelf card" are then looked up in the card catalog to find if they have author cards. If author card is found, call number is copied on P slip or temporary card, the slip is inserted in the catalog, the author card is removed and placed in the book on the truck with the original slip marked "No shelf card." This indicates that a shelf card is to be made like the author card.
 - b. If no author card is found, "not cat." is added to the slip marked "No shelf card" and books are placed with these notes on shelves marked "To be catalogued."

Missing books
1944



VI. Periodicals and newspapers

A. Incoming mail

1. First class matter and circulars are to be removed from the mail and taken to the librarian's desk.
2. Magazines and newspapers are then opened. Address on each piece of mail should be noted, and if it is incorrectly addressed or belongs to some other department, it should be put aside unopened to be sent to the post office or to the correct department.

B. Routines for incoming newspapers

1. Paper is checked on record card.
2. Paper is inserted in correct stick on newspaper rack. Metal catch is pulled back and upper stick lifted to allow paper to be pressed onto the metal points at the center of the margin to insure that no pages are missed. Upper stick is replaced and metal catch released.
3. Papers are removed when stick is full or once a week in any case.
4. Papers are kept one month, after which they are clipped for vertical file material. Exception: Large public, college, and university libraries keep files of certain newspapers, either bound or unbound.

Name	New York Times												No Copies	Expires 15Je																	
1944	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Feb																															
Mar																															
Apr																															
May																															
June																															
July																															
Aug																															
Sept																															
Oct																															
Nov																															
Dec																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

C. Periodicals

1. Acquisition

- a. Periodicals should be suitable for the library for which they are purchased.
 - (1) If there are retarded readers in a high school; easy to read magazines will be useful.
 - (2) There should be periodicals for every subject field in the curriculum.
 - (3) There should be periodicals for hobbies and leisure time.
- b. Number of magazines
 - (1) The Southern Association of Colleges and Secondary Schools has set up minimum standards for schools of various sizes.
 - (2) For public libraries 10-15 percent of the book budget is considered a fair amount to spend for magazines.

h. Checking on record cards

A satisfactory method is given here:

- (1) The volume number is written in red in small figures in the upper left corner of the square for number 1 in each volume. The volume number is not repeated.
- (2) The year date is written in the square provided for it.
- (3) The issue number is written under the date for that issue on the checking card.
 - (a) Quarterly magazines are marked under the date on the periodical. If three months names are written on the magazine it is indicated with a dash on the checking card.
 - (b) Weekly magazines are marked on the monthly card, using two or three squares and placing a comma after the issue number.
 - (c) Monthly magazines are marked under the date on the magazine. A supplement is indicated in the same square.
- (4) Title pages and indexes are indicated in the square for them on the checking card.
 - (a) If there is one volume a year only, a check mark under the item is sufficient.
 - (b) If a volume extends into the next year or if there are two volumes in one year, the volume number is written in the square marked "T.P. & I."

Wilson library bulletin (Name of Magazine)													(Due)
Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec.	T.P. & I.
1943									1	2	3	4	
1944	5	6	7	8	9	10			1	2	3	4	18

Library quarterly (Name of Magazine)													(Due)
Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept.	Oct.	Nov	Dec.	T.P. & I.
1943	1						3			4			✓✓
1944	1				2		3						

No Copies

Saturday review of literature

(Name of Magazine)

(Due)

No

Year	Jan.	Feb	Mar	Apr	May	June	July	Aug	Sept.	Oct.	Nov	Dec.	T.P. & I.
1944							2428	3336	3144	4241	4925		
							2930	3436	3941	4447	5151		
							31	40	48				

No Copies

Depts.

Indexed in

(over)

2. Preparation for shelves

a. Magazine covers and reinforcement

- (1) Cloth or leather binders of the bulldog variety will keep the magazines from becoming worn but will lose the advertising value of the new covers on each issue of the periodicals.
- (2) Transparent binders protect the magazines but not so well as the above variety, but they give the advertising values. (Can not be obtained during the W.E.T.)
- (3) Magazines with the format of the Atlantic may be reinforced by means of a paper hinge pasted in the front and back covers.



Encore

 DENT SMITH
Editor

VOLUME III

FEBRUARY, 1942

NUMBER 13

CONTENTS

STORIES		PAGE
You Were Perfectly Fine	Dorothy Parker	136
The Tell-Tale Heart	Edgar Allan Poe	213
How a Mizuk Fed Two Russian Officials	Nikolai Bogdanov Saltykov	219
The True History of the Leg of Santa Anna	Dent Smith	290
MISCELLANEOUS		
Portrait of an Immortal Soul	H. L. Mencken	139
College Words and Customs	B. H. Hall	139
The Five Books of Life	Mark Twain	146
In the Tracks of the Slavers	Daniel Langston	148
The Albatross	Herman Melville	159
A Visit to Walt Whitman	James Gibbons Heneker	164
What I Have Not Done	Les Tietjen	167
Introduction to Sand's Journal		170
Journal to Alfred de Musset (Part I)	George Sant	171
No. 4 in a Series of Prefaces	William Canton	179
Sir Segewick's Wife	Sir Thomas Malory	189
The Handlapse at Valley Forge	George Washington	199
Man His Beard and Moustaches	Charles Mackay	206
Of Religious Superstitions	Lactantius	218
London in 1685	Lord Mansfield	226
POETRY:		
A Bacchanalian Song	Byron Waller Preker	169
Voice	George Washington	202
Advice to a Raven in Russia	Judith Barlow	204
Fire and Ice	Robert Frost	217
The Robbery of Omar Khayyam	Edward Fitzgerald	245
THE EDITOR'S BACKROOM:		
Who Goes There?		191

Published monthly by The Encore Press, 2046 Ave. St., New York, N.Y. for two years. Some notes in contents of the Free American Union, in Canada, Europe, Africa, South America, etc. All subscriptions payable in U.S. funds. Publication Office, Chicago, N.Y. Editorial and General Office, 27 West Street, New York, N.Y. Printed in U.S.A. Copyright, 1942, by The Encore Press. Based on a second class matter at the Post Office at Concord, N.H., letter of March 3, 1939. Additional entry at the Post Office, Boston, N.Y.

FEBRUARY 1942 . . .

Encore

VOL. III NO. 13

Portrait of an Immortal Soul

By H. L. Mencken

From "Prejudices: First Series" [1919]

ONE DAY IN SPRING, six or eight years ago, I received a letter from a man somewhere beyond the Wabash announcing that he had lately completed a very powerful novel and hunting that my critical judgment upon it would give him great comfort. Such notifications, at that time, reached me far too often to be agreeable, and so I sent him a firm-response telling him that I was ill with pleurisy, and had just been forbidden by my oculist to use my eyes, and was about to become a father. The aim of this form-response was to shunt all that sort of trade off to other reviewers, but for once it failed. That is to say, the unknown kept on writing to me, and finally offered to pay me an honorarium for my labor. This offer was so unusual that it quite demoralized me, and before I could recover I had received, cashed and dissipated a modest check, and was confronted by an accusing manuscript, perhaps four inches thick, but growing thicker every time I glanced at it.

One night, tortured by conscience and by the inquiries and reminders arriving from the author by every post, I took up the sheets and settled down for a depressing hour or two of it . . . No, I did not read all night. No, it was not a masterpiece. No, it has not made the far-off stranger famous. Let me tell the story quite honestly. I am, in fact, far too rapid a reader to waste a whole night on a novel, I had got through this one by midnight and was sound asleep at my usual time. And it was by no means a masterpiece; on the contrary, it was inchoate, clumsy, and, in part, artificial, insincere and preposterous. And to this day the author remains obscure . . . But underneath all the amateurish writing, the striving for effects that failed to come off, the absurd literary self-consciousness, the recurrent faltery and banality — underneath all these stigmata of a neophyte's book there was yet a capital story, unusual in content, naive in manner

- (4) Magazines such as Time may have the back cover removed and a strip of heavy paper pasted inside (paste not glue). If magazine is not for binding but is for circulation, a strip of margin paper can be placed in the center page and the contents and the cover can be sewn together again. Three or five holes are punched through the back of the magazine, depending upon its height. Tie on inside.

Note: Ordinary linen thread is used, but in order to show the process dark heavy cord is used here.

Man's Best Friend

By Alan Devore

• I •

ALBERT PAYSON TERRELL once said that nobody can ever fully fathom the personality of a dog. Who can do justice to a dog's loyalty, his exuberant pranks, his uncanny ways of understanding? A dog's life — and his master's — is full of inexhaustible surprises. Readers have sent me the following examples. Who can explain them?



The Rescue

A STRAY young collie turned up at my place in Kentucky and took up with my old hound, Punch. They became inseparable.

One night we missed old Punch. We searched and called, but found no trace of him. Two weeks later my grandmother asked my attention to the strange behavior of the collie. All day, she said, he had been running to the water rough, taking a mouthful of water, trying to carry it away, and then (as the water spilled from his muzzle) coming back again to try once more. What on earth could it mean?

That night when I gave the collie his zone, I watched him. I saw him strike out over the hills. He was a long time coming back — with no bone. Remembering the water, I gave him another zone and, as he started off, followed him.

Far back in the mountains, at the bottom of a crevice, I found old Punch helplessly imprisoned. But he was alive and well. At the edge of the crevice my collie was standing guard. He had already dropped his second bone down to Punch.

— Arthur Lloyd

Advance Information

PROPWASH is a brown-eyed, floppy-eared hound of sorts belonging to a captain in the English Fighter Command in England. Fighter planes being notoriously lacking in roominess, the hound

had been trained to stay on the ground while his master was aloft. Nothing could budge her from the pilot's ready room until the captain returned. Until one day when, just before the squadron was due back from a sweep over France, Prop rose and to everyone's amazement bolted through the door.

It was a full 30 minutes later when word reached the field that a plane had crashed in a nearby wood, and the pilot had bailed out. It was another hour before the searching parties discovered the captain sitting beside his parachute with a broken leg. How Propwash happened to be there too, lapping the captain's face possessively, how she had known he was in trouble and had found her way to him, is something that nobody at the field can tell. Nobody but Prop.

— Corey Ford and Alexander MacLean in *Callers*



Hypochondria

PAL, our big police dog, came into our country home in New York one evening limping badly. We washed and bandaged his out paw, bandaged it, and watched him hobble into the living room to stretch out and moan before the fireplace. Next day Pal was still killing in the living room, and the next day, and the next, drawing an immense amount of attention and sympathy. Eventually, however, we decided that Pal would have to get outside and exercise his paw, to keep it from stiffening. It required urging and coaxing, and when

at last he did consent to go out it was with the air of a martyr.

Just as Pal tottered outside, our other two dogs spied a rabbit. They started off with wild yelps — and in a second Pal had jumped them. I watched him tear across the landscape well in advance of the other two, as if he were chasing a rabbit.

When the three came back, Pal was frisking and cavorting in fine fettle. Suddenly he saw me watching him. He stopped stock still; his tail slowly dropped between his legs, his "injured" paw was lifted pitifully. Tragically Pal hobbled to me, all set to be once more a confirmed invalid with the special pamperings which, he had learned, accompany that favored status.

— Hildegarde Lennox



Lost and Found

WE HAD been having a picnic as one of Chicago's parks and had gathered up the picnic things. Now we were all starting out for home — all of us, that is, except my cocker spaniel, Goldie. She didn't want to leave. We called and whistled, but Goldie just wagged her tail, whimpered, and wouldn't budge from the grassy plot.

I headed back toward her with thoughts of discipline in mind. As I drew near, her whimpering mounted in crescendo and she seemed beset herself with excitement. Then I reached her side — and understood.

Goldie was standing guard over my wrist watch, which had fallen in the grass.

— Mrs. B. Crockett



He Knew What He Wanted

IN my Ohio farm boyhood we had a little dog named Pont, a super-mongrel, a sort of symposium of all canine blood. From earliest puppyhood, whenever pangs of hunger began to manifest themselves in his interior, Pont would come by the

wrist whichever of the family was nearest and lead him or her to the kitchen, where he would stand on his brief hind legs before the old tin food safe and beg.

In more mature days, when he had developed a passion for hunting, Pont would lead one of us to the place where the old army mule hung over the kitchen door. He would lead any one of the family to the food safe, but he never led anyone except my father or one of the older boys to the gun. As fast, however, as we reached the right age, at Pont's judgment, he promptly promoted us to the list of those to whom he would try to sell a hunting trip.

— Scattered Gables



On the Job

FATHER was the night watchman of my Missouri town, his duty being to make a tour of all the business places and try the doors to see that they were locked. On his nocturnal rounds Father was always accompanied by his great Dane, Big George.

One night Father had been out of town, and didn't start his rounds until much later than usual. As he approached the first business place, he noticed large dogprints in the light snow leading to the door. This was not particularly odd; but when Father put his hand on the door-knob he found it wet to the touch. At each door he found the same thing: a trail of dogprints and a wet door-knob, until it dawned on him what must be happening just ahead. He rounded the corner quickly and looked.

There was Big George, trotting up to each door and trying the knob with his mouth. He had not missed a single one.

— Mrs. Ray Stephens

Have you a true dog story you'd like to tell? Type it in 500 words or less and address it to Dog Story Editor, The Reader's Digest, Pleasantville, N. Y. No manuscripts can be acknowledged or returned, but any story published in this department The Reader's Digest will pay \$100.

b. Stamping

- (1) Magazines are stamped once on the cover and at least once inside.
- (2) If there are tipped in illustrations, it is well to paste them down. (Some libraries stamp illustrations while some think that it ruins the artistic value of the item to stamp the illustrations.)

c. Inspection

- (1) After magazines are checked on record cards and prepared for the shelves, they are taken to the librarian or to the head of the department. Even a hurried glance helps the person in charge of work with periodicals to know what is new in the library.
- (2) Some librarians go through tables of contents and note articles of interest to certain departments in schools or to certain library users in public libraries. These notes are sent to the person or persons concerned.

McGlinches, Claire
 American literature in American music
 Musical Quarterly 31:101-19, Jan. 1945

Miss McDonald

d. Shelving

- (1) Magazines are then placed on the magazine shelves which are
 - (a) Arranged alphabetically by title
 - or (b) Arranged by subject and under subject alphabetically
 - (2) Back numbers are removed from the shelves
 - (3) These are filed in alphabetical order in the work room until
 - (a) Such time as they are bound
 - or (b) Discarded
- Note: School libraries and small public libraries usually save back numbers of magazines from three to five years before discarding.

VII. Binding of books and periodicals

A. Periodicals

1. Routine

- a. The checking card shows when a volume is complete. It can then be tied up ready for binding.
- b. Volume is assembled taking note that all numbers are there and in the correct order with number one on top. The title page and index are to be located in the volume, e. g., tp & i in last no.
- c. A work-slip is to be made giving the name of the magazine at the top and under this the volume number and dates of the volume. If there is less than a year or if there are parts of two years, the months as well as the year should be given.
- d. If there are any missing numbers these should be listed, giving the issue number in the volume, the month and year.

Wilson library bulletin
v. 17 Sept. 1943 - Je 1944
no t.p. Index in last no.

Library Quarterly
v. 13, 1943
no 3, July missing

- e. The volumes with missing numbers are separated from the complete ones, and a list is made of the missing numbers. The list is sent to one of the magazine dealers. Faxon has the most complete selection; Abrahams has the cheapest prices. The publisher usually charges more than the original price if a magazine is more than three months old. The binder should not be asked to supply missing items, as it slows up the return of the material and it may lead to reports of missing numbers which in reality were sent. It usually costs more when the binder secures the numbers.
- f. All complete volumes are ready for binder's slips.
- (1) A file of binding directions is referred to in order to keep uniformity in colors, materials, size and arrangement of lettering, etc. This file may be kept in two ways:
- (a) A file of binder's slips may be kept in a loose leaf notebook; lettering, arrangement, style, and color are shown exactly as they are to be checked on the new binding slip. The volume number and dates are to be supplied from the work slip.
- or (b) A card with the spacing marked, the color and material indicated, may be combined with the binding record if a record for a period of time is desired.

Either method is satisfactory.

[illegible]

- (2) The binder's slip is filled out for each volume sent to the binder according to the binder's record kept in the library.
 - (3) Binding prepared for shipment
 - (a) Work slip is removed
 - (b) Binder's slip is attached to volume with a bit of paste
 - (c) Volume is tied with red tape so that edges are not cut with sharp string
 - (4) Binding is packed for shipment
 - (a) If bindery does not collect material it is packed in wooden boxes for shipment by express or freight. Boxes should not be too large to be handled easily.
 - (b) If bindery collects material from the library, the material may be packed in cartons to fit the amount of material ready to be sent to the bindery.

Note: Whenever possible it is advisable to have binding picked up at regular intervals throughout the year rather than sending everything in June and December. This gives the bindery regular rather than seasonal work. It also insures the return of the material in a few weeks instead of in several months.
 - (5) Work slips
 - (a) Work slips are kept by assistant.
 - (b) They are arranged alphabetically by name of magazine.
 - (c) They are used in typing list to send to binder.
 - (d) They are filed as are order cards for books and used for routine work when material is returned from the bindery.
- g. Letter is written
- (1) Includes any information which applies to the shipment in general, e. g., Bind in covers; Follow rubs for size of lettering; and the fact that material is to be bound in accordance with the binding slips attached to volumes.
 - (2) Shipping directions
 - (3) Payment of bill if not the first of the month after receiving it
- h. Bindery file
- Work slips are kept in a bindery file just as books ordered cards are kept.
2. Fabrics used
- a. Buckram is accepted as most satisfactory for magazines and reference books.
 - b. Cloth and fabrikoid for circulating books
3. Colors of material
- a. If titles shelved next to each other are bound in different colors the appearance of the room is improved.
 - b. There is less danger of finding magazines filed in the wrong place, as a color shows up more quickly than a title if placed on the wrong shelf.
 - c. Not many colors are needed since it is possible to use the same colors on many titles if they do not stand together on the shelves.
 - d. If the binding directions file is consulted when a new title is to be bound, it is very easy to choose a color different from the two between which it will stand.

4. Rub or rub-off

Many binders keep a file of rubs which show the placement and size of the lettering as well as the height of the volume. This indicates the amount trimmed.

This is very important in case of a change of binders. Sometimes the librarian makes the rub. Sometimes the binder sends some one to make it. It is done by using a thin piece of paper held tightly around the back strip of the volume. A very soft lead pencil is rubbed over the paper. This shows the printing on the volume in white against a black background.



- c. A list arranged alphabetically by author is made from these cards to accompany the letter to the binder.
 - d. A copy of the list is kept for checking the books when returned by the binder.
 - e. The cards are filed
 - (1) By call number if all books out of their regular places are kept in one file in the circulation department
 - or (2) They are filed together back of a guide marked "Bindery." This file is usually arranged alphabetically by author.
3. Fabrics
Book cloth or fabrikoid is usually used for books.
4. Colors
- a. Colors affect the circulation of books; therefore books should be rebound in a variety of color.
 - b. If the selection of colors is left to the binder, he can use remnants and therefore make a better price on the order.
 - c. Unless the covering letter excludes some colors, books may come back in shades of cerise and purple.
5. Binding received
- a. When books are returned, they are checked in just as magazines are.
 - b. Book cards are removed from the file.
 - c. Books are lettered.
 - d. Books are returned to the shelves.

I. Mending

A. Mending vs binding

In case the book is to be bound at any time, it should be bound before any mending is done as mending increases the difficulty of binding.

B. When to mend and when to bind

1. Books should not be bound when:

- a. The margins are too narrow to allow for the stitching.
- b. The paper is too brittle to hold when sewn.
- c. The book is of too little value to justify the cost;
 - e. g.,
 - (1) A scientific book more than ten years old (except in a special library)
 - (2) A book of fiction which you would like to remove from circulation anyway because it is mediocre
 - (3) Any book which has print so small that it is seldom consulted and never except under pressure
 - (4) Any book which has not circulated for some agreed upon time, e. g., ten years or twenty years
 - (5) Any book that is so dirty that a borrower would not want to read it

Note: In most cases the above books will be neither rebound nor mended but will be discarded.

2. Books should be mended when:

- a. They are worth using for some time but not worth the expense of rebinding.
- b. When they are the only material in the library on the subject but are referred to seldom.
- c. When they look too ragged to leave on the shelves but have to be kept in the library because of the donor or for some other reason.

C. Who should mend

The librarian should know how to mend books but should not spend much time in mending since his time is too valuable to be used in that way. It may be done:

1. By a professional mender who travels about the country mending books as he goes
2. By a WPA (that method is now obsolete, but it kept many libraries from having books bound.)
3. By Boy Scouts who get merit badges for mending. Many school libraries get their mending done by Scouts, and public libraries may use Scouts also.
4. By some clerical assistant who has been trained by the librarian

D. Aids in mending

1. Outstanding aids are:

A.L.A. Care and binding of books and magazines (now out of print).

Lydenberg, H. M. and Archer, J. The care and repair of books. Bowker, 1931.

2. Excellent free pamphlets are:

Bookcraft. Gaylord Bros., Syracuse, N. Y.

Book mending. H. R. Hunting Co., Springfield, Mass.

Book mending. Library bureau, Remington Rand Inc., Boston

Demcobind. Demco library supplies, Madison, Wis.

With the help of these materials anyone can learn to mend a book successfully.

IX. Gifts

- A. There are two kinds of gifts:
 1. Those sought from a person who has a collection of books or a special item which the library desires
 2. Those offered by a person:
 - a. Because he is moving from a larger to a smaller place
 - b. He is housecleaning and decides that the books should be disposed of.
 - c. He has books which he thinks will be of more use to the library than they are to him.
- B. These gifts are presented to the library with one of two provisos:
 1. The library may use the gifts as it sees fit.
 - a. Keep them in the library shelved with other books on the same subject
 - b. Sell them to another library or as waste paper
 - c. Give them to another library which will be able to make better use of them
 2. The library must keep the gifts together in a separate collection marked with the giver's name, regardless of the subject matter of the volumes.
- C. Acceptance of gifts
 1. The predisposition of the library is to accept gifts.
 - a. The gift may be valuable.
 - b. The library does not have enough money to buy everything it wants.
 - c. Gifts beget gifts both from the original donor and from other persons who hear of the gift.
 2. The determining factors in deciding about gifts which must be kept intact are:
 - a. The person giving the gift
 - If the person is likely to follow this gift with others of considerable value, it may justify special treatment.
 - b. The intrinsic value of the gift itself
 - The collection may warrant special treatment.
 3. Acknowledging gifts
 - a. Some libraries have printed forms which they fill in and mail to donors.
 - b. Some librarians feel that a gift should have a personal acknowledgement or "thank you" note. Each gift would be treated separately. The note would vary from "We thank you for the gift of . . ." to "The library is deeply indebted to you for . . ."

D. Routines

1. Gifts should be searched in the card catalog and in the outstanding orders to determine if they are duplicates.

- a. If duplicates

- (1) They may be added to the library if additional copies are needed.
- (2) They may be placed in a back-log to be drawn upon when the present copies wear out rather than binding copies now in the collection.
- (3) They may be sold or traded to other libraries or book stores.
- (4) They may be sold as waste paper.

- b. If the library does not have a copy and the volumes are worth adding to the library

- (1) An order card or P slip is made to be used as a process slip for future record work.
- (2) A donor card is made:

- (a) To use in making newspaper acknowledgements
- (b) To use in making annual report
- (c) To show the donor when he visits the library
- (d) To persuade the donor that the books do not need to be kept together since all of his gifts are recognized on this record

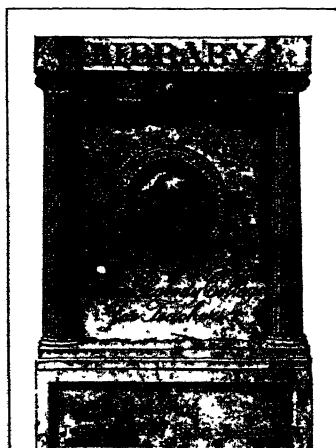
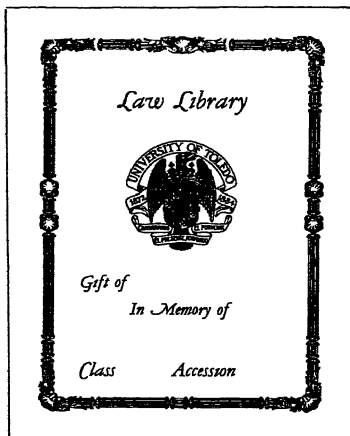
If there are many titles in one gift, the accession numbers may be entered on the donor's card; if one or two, only, the author and title may be copied on the card. The cards include the name and address of the donor, the date and numbers or titles of his gifts.

Donor cards are arranged alphabetically by the donor. They may be kept in a separate file for the year (until the annual report is made), then filed alphabetically with cards for all donors. This file is usually kept in a drawer or drawers of the shelf list.

Smith, John K.
425 Tyne Lane, Nashville, Tenn.

4343 Acc. no. 651-87
3F44 Brewton, J. E., comp. Index to
children's poetry.

- (3) A gift bookplate is inserted in the book to do honor to the donor. (If there are many books, the bookplate can be made for this collection; if few, a general gift plate can be used with the name of the donor lettered on the plate.)
- (4) From this point, the book is treated as any other book which has been added to the library.



X. Exchanges

Exchanges may be of three kinds:

- A. Piece for piece
 1. A list of material which the library wishes to exchange is made on P slips giving author, title, imprint, and pages or number of volumes if more than one. The slips are arranged alphabetically by author.
 2. A stencil is run and copies are sent to libraries which might have use for the material on the stencil. A note is added to the stencil stating that the books are for exchange one volume for one volume if it is a piece for piece exchange.
 3. The stencil is sent to a library, which returns it to the issuing library after marking the items wanted.
 4. A list of titles from which the first library may choose is included with the marked stencil.
 5. The first library marks an equal number of titles and returns the list of titles to the library offering these titles.
 6. The library sends the books wanted to the library asking for them.
 7. The library marks off the titles no longer available and sends the amended list to another library.
- B. Priced exchange
 1. Same as under A.1. with addition of price sent by the library for each volume.
 2. Same as A.2. except for note which in a priced exchange states that each volume is valued at so much and that it will be exchanged for a volume or volumes of equal value.
 3. Same as A.3.
 4. Same as A.4. with addition of price.
 5. Library marks books of equal value.
 6. Same as A.6.
 7. Same as A.7.

Routines

a. Outgoing material

- (1) Publications for exchange are received by the library.
- (2) The card file for the publication is consulted. The cards for this publication are removed from the card file, the number of the publication or the number of the issue in the volume is written on the card together with the date on which the publication is sent.
- (3) Envelopes for the publication are addressed from the information on the cards.
- (4) Publications are inserted in the envelopes and the material is mailed.

b. Incoming material

- (1) Publications are received in the mail.
- (2) Publications are arranged alphabetically by name of publishers.
- (3) Publications are entered on the cards in the card file; number of publication or number of issue, if a magazine, is entered on the card together with the date on which the publication is received.
- (4) If a number is shown by the file to be missing, a letter is sent to the issuing body requesting the missing number.

Note: A monthly periodical checking card may be adapted for this purpose or cards may be printed.

XI. Pamphlet file

A. Definition

The pamphlet file is made up of material which because of its value, its format, or its size is not suitable for treatment as a book.

The pamphlet file excludes material which has continuous entity: e. g., college catalogs which may be collected and saved over a period of time. Arrangement of such material in Princeton files is better than placing it in a vertical file.

If the item is important enough to be kept indefinitely, it should be marked "permanent" in the upper right hand corner.

B. Aids

Ireland, N. O. Pamphlet file in school, college and public libraries. Faxon, 1937.

Ovitz, D. G. and Miller, Z. K. Information file in every library. Library bureau. Free.

Wenman, L. M. and Ball, M. O. Subject headings for the information file. H. W. Wilson, 1943.

C. Sources

Bacon and Weick's Pamphlets on public affairs. Bacon and Weick, Inc. Northport, N. Y.

✓ Booklist

Free and inexpensive learning materials. (George Peabody college for teachers Bul. Field study no. 9 August, 1944) 25c.

U. S. Department of Agriculture (Lists mailed on request).

U. S. Education Office Publications ... of special interest to high school teachers. (published at intervals: free)

U. S. Superintendent of Documents. Weekly list of selected United States government publications. Government printing office. Free.

✓ Vertical file service catalog. H. W. Wilson. Service basis.

Wenman, L. M. and Ball, M. O. Subject heading for the information file. H. W. Wilson, 1943.

Woodring, M. N. and Benson, R. T. Enriched teaching series. Teachers College Columbia University (Each volume includes free and inexpensive materials on one high school subject, as English, home economics).

Advertisements to be found in magazines.

Items noted in books and magazines.

D. Acquisition

1. Outgoing orders
 - a. An order card or P slip should be made for each item wanted.
 - b. Orders should be sent promptly as this type of material frequently becomes out of print soon after publication.
 - c. Individual items may be ordered on postal cards. Printed forms are sometimes used.
 - d. Cards and slips should be filed just as Books ordered cards are kept, but these should be in a separate file marked "Pamphlet orders."
2. Pamphlets received

When a pamphlet is received, the slip is withdrawn from the outstanding orders. It may be sent to person requesting it; it does not need to be kept after pamphlet has reached the vertical file.

E. Treatment

Pamphlet material may be:

1. Catalogued fully as books
2. Classified and kept in pamphlet boxes
3. Bound in groups by subject and shelved at the end of books on the subject
4. Kept in folders in a vertical file

The following routine is recommended for all material not important enough to treat as books.

 - a. Entry of purchase

Entry of purchase is to be made on the cover below the imprint, in pencil parallel to the bottom edge of the item. (If a picture or chart is included with the pamphlets, the entry of purchase is to be made on the back one inch from the bottom edge and parallel to it.)
 - b. Stamping

Each item shall be stamped with the date received in the upper left corner. If not sure of the date received, item shall be stamped when subject heading is assigned. Each item shall be stamped with the library stamp on cover above imprint parallel to bottom edge of the item.
 - c. Subject headings
 - (1) One person shall be in charge of decisions about new headings.
 - (2) Material shall be arranged by the most specific heading using an originated authority list for the purpose.

- (3) This authority list of subject headings
- (a) Is to be based upon subject headings in the Reader's Guide Vertical File Service Catalog. Wenman & Ball. Subject headings for the information file.
 - (b) Shall include all headings used and all references made. All references made are to be traced on the subject card to which they refer.
 - (c) Shall be made in the form shown in the samples
 - (d) Shall be kept in a tray on top of the vertical file

CURRENCY QUESTION

See also

MONEY

s.fr. Monetary question

s.a. fr. Finance

MONETARY QUESTION

See

CURRENCY QUESTION; MONEY

FINANCE

See also

CURRENCY QUESTION; MONEY

MONEY

s.fr. Monetary question

s.a. fr. Finance; Currency question

- (4) Subject headings selected shall be typed in all black capitals on folder labels and pasted on folders.

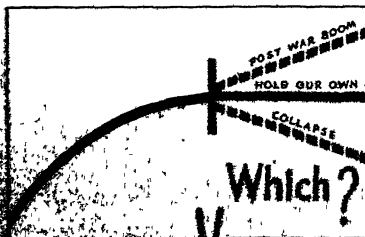
All material within the folder shall have the subject heading lettered upon each item at the top as the item is placed within the folder. It shall be lettered in pencil and need not be in red nor in all capitals.

U.S. - Economic policy

ECONOMIC POLICY Means and Ends

POST-WAR READJUSTMENTS

* BULLETIN NO. 12 *



- (5) References made in the authority list shall be made for the vertical file also. "See" references shall be on guide cards; "See also" references shall be placed on folders.

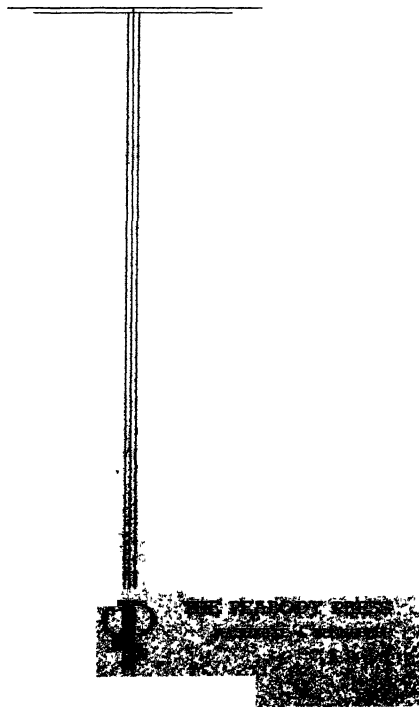
CURRENCY QUESTION

MONETARY QUESTION

See

CURRENCY QUESTION, MONEY

Handbook of
CARD FORMS
FOR USE IN
CATALOGING



Handbook of
CARD FORMS
FOR USE IN
CATALOGING

Compiled By
ROBERT R. DOUGLASS

Peabody Contributions to Library Education
Number 3

THE PEABODY PRESS
NASHVILLE 4, TENNESSEE

1 9 4 7

Copyright 1946 - 1947
by
ROBERT R DOUGLASS

This publication is a revised
edition of the
Handbook of Card Forms
printed in 1946

TABLE OF CONTENTS

	Page
INTRODUCTION	3
THE DICTIONARY CARD CATALOG	4
THE UNIT CARD	5
SIMPLIFIED TYPED CARD	6
PRINTED CATALOG CARDS	13
LIBRARY OF CONGRESS CARDS	13
H. W. WILSON CARDS	17
PERSONAL AUTHORS	20
CORPORATE AUTHORS	33
ANONYMOUS CLASSICS AND SACRED WORKS	36
COLLECTIONS	39
ANALYTICS (UNIT CARD)	41
BOUND WITHS OR INDEPENDENTS	45
SETS	47
ADAPTATIONS	48
ADDED EDITIONS	50
SERIES ENTRY	51
CONTINUATIONS	53
REFERENCE CARDS	55
GLOSSARY OF SELECTED TERMS	57
ABBREVIATIONS FOR NAMES OF PUBLISHERS	61
SELECTED AIDS	62
INDEX	63

This Handbook is designed primarily as a reference tool for students in the first quarter cataloging course in the Peabody Library School. The purpose of this course is to serve as an introduction to the subject of cataloging, to afford opportunity for study and discussion of elementary principles and rules, and to provide laboratory experience in the types of cataloging problems encountered in the small library. Detailed cataloging and the more difficult problems come in the second and third quarter courses.

Heretofore, students in the course have had to depend for illustrative examples of cards on "stencils", textbooks, sample cards written on the blackboard or projected on the screen; all of these perhaps have certain advantages, but they are time-consuming, temporary or otherwise inadequate. It is hoped that the Handbook will help to obviate this particular difficulty and will thereby speed up the learning process.

The Handbook may also prove useful to students who have had some training in undergraduate departments of library science and who wish to go directly into a more advanced course upon entering the graduate library school. If the student is thoroughly familiar with the types of problems here illustrated and has had some training in classification and subject heading, he should be ready for a more advanced course. At Peabody, it would mean that he is prepared to enter the second quarter course in cataloging and classification.

Emphasis throughout the Handbook is on the unit card and more particularly on the printed unit card which represents economy in time, money and effort for the busy librarian who wishes to minimize the work involved in cataloging. While most of the examples are reproduced from printed cards, enough typed cards have been included to show the indentations, spacings, etc., to be used in class work. The simplified typed cards shown are, except for omission of details, essentially the same in form as the printed Library of Congress and the H. W. Wilson cards. It will be noted that complete sets of cards have been given in a few instances only. The examples of entries selected are those which, in the opinion of the compiler, represent the types most commonly needed in the small catalog.

Attention of the student is called to the fact that practices, in the matter of detail and the number of entries made for a catalog, vary in different libraries. No textbook, manual or code of rules will, therefore, serve as a substitute for discrimination and judgment on the part of the cataloger.

Catalog rules, either complete or in part, are cited in connection with most of the examples illustrating entry. The rule number in curves follows the rule statement. For instance, (1941:10) refers to Rule 10 in the 1941 A.L.A. Catalog rules. The student will frequently need to refer to the full rule and the examples of entry given with them; he will at times also wish to compare the 1908 rule with the revised 1941 statement. Since the Handbook is, in no sense, a textbook of cataloging, it must be used along with standard aids such as those listed on page 62.

Grateful acknowledgement is here made for permission of the Library of Congress and the H. W. Wilson Company to use examples of their printed cards; and to the American Library Association for its permission to quote so liberally from the A.L.A. Glossary of library terms and from the 1941 Catalog rules.

Definition.- "A catalog usually on cards, in which the entries (author, title, subject, series, etc.) and their related references are arranged together in one general alphabet. The subarrangement frequently varies from the strictly alphabetical."- A.L.A. Glossary of library terms. 1943.

Purpose.- The purpose of the card catalog is to serve as an index to books and other materials to be found in a library. Its three most common uses are to show whether the library has a book or other work by a certain author, with a particular title, and on a special subject. For the person who understands its use, it will also answer a great many other questions about authors and their works and about subjects and their relationships.

The catalog card.- Different forms of cards were once used for different types of entry such as for author, title and subject. Now, largely due to the influence of the printed Library of Congress card, one form of card--known as the "unit" card--is used in most library catalogs. By unit card is meant a single form of card which serves not only as the author, or main entry card, but which in duplicated form and with appropriate headings added, serves as subject, title and other added entry cards as well. On the next page will be found three unit cards, all for the same book, which illustrate the differences between printed cards of the Library of Congress and of the H. W. Wilson Company and a simplified typed card.

Number of cards for a book.- The number of cards, or "entries", to be made for a particular work will depend on the nature of the work itself, on the type of library for which the work is being cataloged, and on the judgment of the cataloger. Ordinarily, books of fiction and other imaginative writings have cards filed in the catalog for author and title (if distinctive) only, whereas non-fiction may have, in addition to these two, one or more cards filed under headings representing subject content. In the catalog will also be found entries for compilers, editors, joint authors, translators, etc.

Most catalogs probably contain considerable "dead wood" in the form of cards which are seldom if ever used. In a school or small public library, for instance, added entry cards for joint authors, editors, compilers, translators, probably would have little use and should, therefore, be very sparingly made. In the large and scholarly library, the opposite would be true. On the other hand, the small catalog may need many subject and subject analytical entries (entries for parts of a work) because of the fact that its few books must be made to serve many purposes.

Tracings.- When a book is lost, discarded or permanently withdrawn from use, its cards should be removed from the catalog. In order to make this possible, a record of the entries made is given on the author or main entry card. This record, known as "tracings", appears on printed cards near the lower edge. On typed cards the tracings are commonly given on the verso of the cards, though there is no reason why they should not be typed on the front if there is room. Subject tracings are numbered in arabic, other added entries in roman numerals. On printed cards, a small check mark is placed in front of each tracing used to show that a card has been filed in the catalog under that heading. It is obviously unnecessary to check tracings on typed cards.

Eden, Anthony.

Foreign affairs. Harcourt, c1939.
366p.

"First American edition."

1. Europe - Politics 2. Gt. Brit. - For.
rel. I. Title

1

Simplified
typed card

Eden, Anthony, 1897-

Foreign affairs, by the Right Hon. Anthony Eden ... New
York, Harcourt, Brace and company, 1939,

xiv p, 11, 366 p 221cm.

"The reports of the speeches delivered in the House of commons and
reprinted here are taken from the 'Official report' of parliamentary de-
bates in the House of commons"

"First American edition"

1 Gt Brit—For rel.—1910-1936 2 Gt Brit—For rel.—1936-
I Title

89-27639

Library of Congress

DA566 D E28A38 1939 a

[45x4]

327 42

2

Library of
Congress
printed card

Eden, Anthony, 1897-

Foreign affairs. Harcourt 1939
366p

Speeches during the period 1924 to 1938, the greater part of them
being delivered when the author was Foreign secretary

1 Europe—Politics 2 Great Britain—Foreign relations I Title
327.42

3

H. W. Wilson
printed
card

SIMPLIFIED TYPED CARD

6

While the form of the typed catalog is essentially the same in most libraries, some slight differences will be found in such details as indentions and spacings, location of tracings, etc. The form indicated below has been adopted for the sake of uniformity in class work, not because it is the only one that can be used.

<p>640 B</p>	<p>Balderston, Lydia Ray. Housewifery; a manual and text book of practical housekeeping. 4th ed., rev. Lippincott, c1928. 355p. (Lippincott's home manuals) "References" at end of each chapter. 1. Home economics I. Title</p> <div style="text-align: center; margin-top: 20px;">○</div>
------------------	--

4

- 8 typewriter spaces from left edge of card for first indention
- 11 typewriter spaces from left edge of card for second indention
- 14 typewriter spaces from left edge of card for third indention

3 typewriter spaces used:

- between top edge of card and author heading
- between first and second indention
- between second and third indention
- before imprint in body of card

2 typewriter spaces used between units in collation, i.e.:

- between paging and illustrations
- between illustrations and series note

1 typewriter space used:

- before statement of edition in body of card
- in heading before such designations as ed., comp., illus., etc.

Double line space used between collation and/or series note and the first note

Single line space used between notes

Call number:

- Class number on line above author line, i.e., two spaces from top edge of card, one space from left edge of card
- Author letter on same line as author's name, immediately below first digit of class number

The following rules indicate the information which should be given on the unit card throughout the first quarter course.

AUTHOR.- Full name of the author is given, surname first, followed by given names, three typewriter spaces from the top edge of the card, eight typewriter spaces from the left edge of the card, i.e., at first indentation. If the name is too long for one line, the succeeding line or lines should begin fourteen spaces from the left edge of the card, i.e., at third indentation.

Dates of birth and death are to be used after an author's name only when necessary to distinguish between two or more persons with the same name.

If it is not possible to determine an author's given name or names, eight typewriter spaces are to be left between initials. Example:
 Williams, A C ; Tolson, Augustus M ;
 Wilson, M Elizabeth

TITLE.- The title is given below the author's name, beginning at second indentation, that is, eleven typewriter spaces from the left edge of the card. Succeeding lines of the title begin at first indentation. The title is to be copied exactly as given on the title page, subtitle or descriptive phrases being included when needed to explain the title. The title as given on the cards should always begin with the first word of the printed title, even if an article.

The author's name is to be repeated only (1) when it differs from the author entry as in the case of a pseudonym (See Card 10); and (2) when there is more than one author (See Card 12). Other names, such as illustrator (See Card 14), editor, translator, etc. (Card 16) are to be given in the form and order found on the title page.

Subtitle follows title with punctuation as found on the title page. When no punctuation is given, the subtitle is separated from the main title by a comma if it is a simple appositional phrase (Card 77) and by a semicolon or a colon if it is an explanatory phrase (Card 4). Alternative title follows the first title, separated by the word "or" or its equivalent, which is preceded by a semicolon and followed by a comma. The first word of the alternative title is capitalized (Card 40).

Editor's, compiler's, translator's, or illustrator's name is preceded by a semicolon (Cards 52, 57, 14).

Edition is given in the order and phrasing found on the title page, separated by a period and one space from the preceding item (Card 4). The abbreviations 1st, 2d, 3d, 4th, etc., for first, second, third, fourth, etc., and enl., rev., and ed., for enlarged, revised, and edition, are to be used.

Capitalization.- "Initial letters are to be used for names of persons, personifications, places and bodies; for substitutes for proper names, and for adjectives derived from these names; for the first word of the title of the book; in title entries (anonymous works, periodicals, etc.) for the second word of the title if the

first is an article. In all doubtful cases avoid the use of capitals." -- A.L.A. Catalog rules, 1908: 172. For full statement see the rule. 8

IMPRINT.- Publisher and date are to be given three typewriter spaces after the last word of the title, unless a new line must be begun in which case the imprint should begin at first indentation. Place, which is given immediately before the publisher's name, is to be used only in the case of little known or obscure publishers.

Publisher.- If the publishing company is known by a personal name, give the surname only, e.g., Scribner for Charles Scribner's Sons. If there are two or more firm surnames, the first only is to be used, e.g., Doubleday for Doubleday, Doran. If the name of the company does not include a personal name, enough of the name is to be given to be clearly understood. If several are listed on the title page, the first American name is to be used. A list of suggested abbreviations for publishers' names will be found on page 61-62.

Date.- The latest copyright date, usually found on the verso of the title page, is to be used. A lower case "c" should precede the numerals, e.g., c1941. The date is separated from the publisher by a comma and one space. A period is used at the end of the date. When no copyright date is indicated, the date of publication found on the title page is to be used without the letter "c". Note: Brackets are not to be used to enclose a date not found on the title page.

COLLATION.- The collation, constituting a separate group, is written on the line below the imprint, beginning at second indentation. Succeeding lines begin at first indentation. Items are separated by a period and two spaces. Collation is to consist of paging and illustration only. Size of the book is to be indicated only when very unusual.

Paging.- If the book is in one volume, the last numbered page is to be given, e.g., 208p. If the work consists of more than one volume, the number of volumes only is to be given, as 2v., 16v., 2v. in 1, 3v. in 6, etc., disregarding the number of pages in individual volumes.

Illustrations.- If the illustrations consist of various kinds, the abbreviation "illus." alone is to be used. If illustrations consist of one kind only, e.g., portraits, maps, etc., the abbreviations ports., maps, will have more meaning and may be substituted for the abbreviation "illus." For a more detailed statement about illustrations, see A.L.A. Catalog rules, 1908: 161 and p. 52-53.

SERIES NOTE.- The title of the series as found in the book, and the number, if the series is a numbered one, should be given on the same line with collation, two spaces after the last item in collation, enclosed in parenthesis. Succeeding lines begin at first indentation (Card 4). Name of editor of series, if important, may be included in the note (Card 20).

NOTES.- Notes are to be given two spaces below collation or last line of series note, beginning at second indentation. Succeeding lines begin at first indentation.

The Library of Congress ordinarily uses the following order for notes on its printed cards:

1. Series note (in parenthesis) after collation
2. Descriptive and bibliographical notes
 - (a) Physical description
 - (b) Literary form and notes explaining the title
 - (c) Notes on authorship, editors, etc.
 - (d) Bibliographical history of the book
 - (e) Partial contents
 - (f) Contents

In first quarter cataloging notes will consist almost entirely of (e) and (f) above. Examples of (e) are given below:

Bibliography: p. 111-123.

Bibliography at end of each chapter.

Bibliographical footnotes. (To be used only when notes are numerous and important.)

Contains bibliographies. (To be used when the notes are so scattered that none of the more specific phrasing applies.)

"Selected references": p. 227-230. (Quotation marks are to be used when exact phrasing of the book, other than the word Bibliography, is used.)

TRACINGS.-- Tracings are to be given on the main entry card only, on front or on verso of card (Cards 5, 6). Arabic numerals are to be used to designate subject entries and roman numerals for other added entries. Subject tracings are listed first, title tracing last.

The exact heading that is to appear on the added entry card should in most cases, be given in the tracing, i.e., full name for joint authors, editors, etc. For example, Thomas, Charles Swain, ed., not Thomas, C.S., ed. When entirely clear, abbreviations such as "T" or "t" for title, and for common subject subdivisions under names of localities, such as the following, are permissible in the tracing. The word or phrase in the heading on the card, however, is to be spelled out in full.

Antiq. for Antiquities
Bibl. for Bibliography
Biog. for Biography
Bound. for Boundaries
Descr. & trav. for Description and travel
Dict. & ency. for Dictionaries and encyclopedias
Direct. for Directories
Disc. & explor. for Discovery and exploration
Econ. condit. for Economic conditions
For. rel. for Foreign relations
Hist. for History
Indus. for Industries
Period. for Periodicals
Pol. & govt. for Politics and government
Soc. life & cust. for Social life and customs

Cross references.-- Name cross references which are applicable to all of an author's works and subject cross references which are applicable to all works on a particular subject, are not to be traced.

EXAMPLES OF TYPED CARDS

10

709

C

Cheney, Sheldon.

A world history of art. Viking press, c1937.
946p. illus.

"A descriptive bibliography": p. 925-931.

1. Art - Hist. I. Title

5

Author or
main entry
card

Tracings on
front or on

1. Art - Hist.
I. Title

6

Verso of
main entry
card

709

C

ART - HISTORY

Cheney, Sheldon.

A world history of art. Viking press, c1937.
946p. illus.

"A descriptive bibliography": p. 925-931.

7

Added entry
for subject

709

C

A world history of art.

Cheney, Sheldon.

A world history of art. Viking press, c1937.
946p. illus.

"A descriptive bibliography": p. 925-931.

8

Added entry
for title

709

C

Cheney, Sheldon.

A world history of art. Viking press, c1937.
946p. illus.

"A descriptive bibliography": p. 925-931.

9

Shelf list
card

3026

5871 c.2

EXAMPLES OF TYPED CARDS

11

F P	<p>Porter, William Sydney. The four million, by O. Henry, pseud. Burt, cl906. 261p.</p>
<p>I. Title</p>	

10

Main entry
card: t.-p.
name differ-
ent from
entry name

<p>Henry, O., pseud. See Porter, William Sydney</p>

11

Cross refer-
ence from
form not
used

820.2 M	<p>Manly, John Matthews. Contemporary British literature; outlines for study, indexes, bibliographies, by John Matthews Manly and Edith Rickert. Rev. and enl. Harcourt, cl928. 345p.</p>
<p>1. Eng. lit. - Outlines, syllabi, etc. I. Rickert, Edith, jt. auth. II. Title</p>	

12

Main entry:
joint
authors
(Both names
given in
body of
card)

820.2 M	<p>Rickert, Edith, joint author Manly, John Matthews. Contemporary British literature; outlines for study, indexes, bibliographies, by John Matthews Manly and Edith Rickert. Rev. and enl. Harcourt, cl928. 345p.</p>
------------	--

13

Added entry
for joint
author

EXAMPLES OF TYPED CARDS

12

F
B

Brontë, Charlotte.
Jane Eyre; illustrations by Helen Sewell.
Oxford, 1938.
576p.

I. Sewell, Helen, illus. II. Title



14

Main entry:
work with
illustrator

F
B

Sewell, Helen, illus.
Brontë, Charlotte.
Jane Eyre; illustrations by Helen Sewell.
Oxford, 1938.
576p.

15

Added entry
for illus-
trator

F
H

Harte, Bret.
Poems and stories; selected and edited for
schools and colleges with an introduction, by
Charles Swain Thomas. Houghton, c1912.
110p. (The Riverside literature series)

I. Thomas, Charles Swain, ed.



16

Main entry:
work with
editor or
compiler

F
H

Thomas, Charles Swain, ed.
Harte, Bret.
Poems and stories; selected and edited for
schools and colleges with an introduction, by
Charles Swain Thomas. Houghton, c1912.
110p. (The Riverside literature series)

17

Added entry
for editor

Printed catalog cards may be obtained from the Card Division of the Library of Congress, Washington, D.C., and from the H. W. Wilson Company, 950-972 University Avenue, New York. Examples of both are used throughout the Handbook.

The major advantages of printed cards may be summarized as follows: (1) They have been prepared by expert catalogers who not only accurately describe the work being cataloged, but who also suggest classification numbers and subject and other added entries; (2) There is greater legibility and uniformity in printed cards than in typed cards; (3) The cataloging process is greatly speeded up; (4) The resulting saving of time and work frees the busy librarian for other important duties.

LIBRARY OF CONGRESS CARDS

In 1901, the Library of Congress began to sell to libraries copies of cards which it had been printing for its own use for about three years previous to this date.

Characteristics.- The following paragraph, quoted from the 5th ed. (Reprinted 1941) of L. C. printed cards, How to order and use them, describes the main characteristics of these cards:

"One form of card only is printed for a book, viz, the 'main entry' card ... Author's real name is given in full, dates of birth and death being added when practicable. Title of book is usually given in full. The imprint is frequently shortened and simplified. Collation is full enough to describe accurately the physical make-up of the book. Contents and notes are frequently added. Notes are descriptive; evaluation is not attempted. The headings used at L. C. for secondary entries are indicated on most of the cards in stock for books which require secondary entries other than title entry. Subject entries are numbered in arabic, added entries in roman figures. 'Card number' is given in the lower right margin of the card. Number preceding dash indicates year, number following dash indicates number of card in series for that year. L. C. class and book numbers are given near center of lower margin ..."

During the past few years, Dewey classification numbers have also been indicated in the lower right margin of the cards.

Ordering.- L. C. cards may be ordered by author and title or by L. C. card number. The cost of cards depends on the method of ordering and the care with which orders are arranged. Ordering by card number represents a considerable saving, provided that these numbers may be obtained without too much searching. L. C. card numbers are found in a number of sources, including L. C. depository catalogs, the United States catalog, the Cumulative book index, the book review digest, the Booklist, the Standard catalog for high school libraries, the Standard catalog for public libraries, the Children's catalog, etc.

The Card Division recently adopted the following order forms which are supplied without cost to libraries using L. C. cards. The first slip, yellow in color, refers to "Current" imprints; the second, which is white, to "Noncurrent" imprints. The first is to be used for publications bearing imprint dates within the three most recent years; the second for publications dated prior to the three most recent years.

LIBRARY OF CONGRESS CARDS

14

Use this slip for CURRENT <i>(normal)</i>		L. C. CARD NUMBER		
Author (Full name)	Chicago library club		ACTION	
Title	Directory of libraries of the Chicago area, including historical sketches of the four local library organizations.		Out C B On Oe Ci P Rd Np	
Place	Chicago	Publisher	Chicago lib. club	
Date	1945	Edition	2d	
Series (If necessary)	George Peabody C. Library school		Out, C.B.	/4
Subscriber No.	Name of subscriber	(Stamp on issue)	Variation in edition	Order to be held
				Number of cards wanted

18

L. C. card
order form
for "Current"
imprints

Use this slip for NONCURRENT <i>imprint</i>		L. C. CARD NUMBER		
Author (Full name)	James, Will		ACTION	
Title	My first horse		Out C B On Oe Ci P Rd Np	
Place:	Publisher:			
Date:	Edition:			
Series (If necessary)	George Peabody Y Collect.		Yes	No
Subscriber No.	Name of subscriber	(Stamp on issue)	Variation in edition	Order to be held
				Number of cards wanted

19

L. C. card
order form
for "Non-
current"
imprints

Full information on ordering and using L. C. printed cards may be found in the handbook, mentioned on the preceding page, which may be obtained without cost from the Card Division of the Library of Congress.

Adapting.— L. C. cards must always be compared with the book being cataloged to make sure that the two agree in statement of title, edition, imprint, collation, series note, etc. Necessary corrections and changes should be made neatly and legibly with black ink or the typewriter.

Subject headings and classification numbers suggested on the L. C. cards are oftentimes too detailed, or otherwise unsuited for the small library. The cataloger must, therefore, check both very carefully, making such changes or substitutions as needed to bring both subject headings and classification numbers into line with local needs and practices. (Cards 20, 34, 40, 67, 118)

634.9

D

Du Puy, William Atherton, 1876-1941.

Green kingdom; the way of life of a forest ranger, by William Atherton Du Puy. (Evanston, Ill., Row, Peterson and co., '1940,

64 p. incl front illus 231^m. (Half-title: The way of life series; editorial director, W P Webb)

The frontispiece and illustrated t-p. form a double plate.

1✓ U. S. Forest service 2✓ Foresters 1✓ Title. II.✓ Series

40-13284

Library of Congress



SD373 D8

(a44v2)

634.906173

20

Author or
main entry
card

634.9

D

U. S. FOREST SERVICE

Du Puy, William Atherton, 1876-1941.

Green kingdom; the way of life of a forest ranger, by William Atherton Du Puy. (Evanston, Ill., Row, Peterson and co., '1940,

64 p. incl front illus 231^m. (Half-title: The way of life series; editorial director, W P Webb)

The frontispiece and illustrated t-p. form a double plate.

1 U. S. Forest service 2. Foresters. 1 Title

40-13284

Library of Congress



SD373 D8

(a44v2)

634.906173

21

Added entry
for subject

634.9

D

FORESTERS

Du Puy, William Atherton, 1876-1941.

Green kingdom; the way of life of a forest ranger, by William Atherton Du Puy. (Evanston, Ill., Row, Peterson and co., '1940,

64 p. incl front illus 231^m. (Half-title: The way of life series; editorial director, W. P. Webb)

The frontispiece and illustrated t-p. form a double plate.

1. U. S. Forest service. 2. Foresters. 1 Title.

40-13284

Library of Congress



SD373.D8

(a44v2)

634.906173

22

Added entry
for subject

634.9

D

Green kingdom.**Du Puy, William Atherton, 1876-1941.**

Green kingdom; the way of life of a forest ranger, by William Atherton Du Puy. (Evanston, Ill., Row, Peterson and co., 1940.)

64 p. Incl. front. Illus. 23 1/2". (Half-title: The way of life series; editorial director, W. P. Webb)

The frontispiece and illustrated t.-p. form a double plate

1. U. S. Forest service 2. Foresters 3. Title.

40-18284

Library of Congress



SD373 D8

[a44v2]

684.906173

23

Added entry
for title

634.9

D

The way of life series.**Du Puy, William Atherton, 1876-1941.**

Green kingdom; the way of life of a forest ranger, by William Atherton Du Puy. (Evanston, Ill., Row, Peterson and co., 1940.)

64 p. Incl. front. Illus. 23 1/2". (Half-title: The way of life series; editorial director, W. P. Webb)

The frontispiece and illustrated t.-p. form a double plate.

1. U. S. Forest service. 2. Foresters. 3. Title.

40-18284

Library of Congress



SD373 D8

[a44v2]

684.906173

24

Added entry
for series
title
(See also
p. 51-52)

634.9

D

Du Puy, William Atherton, 1876-1941.

Green kingdom; the way of life of a forest ranger, by William Atherton Du Puy. (Evanston, Ill., Row, Peterson and co., 1940.)

3097

64 p. Incl. front. Illus. 23 1/2". (Half-title: The way of life series; editorial director, W. P. Webb)

The frontispiece and illustrated t.-p. form a double plate

1. U. S. Forest service. 2. Foresters. 3. Title.

40-18284

Library of Congress



SD373.D8

[a44v2]

684.906173

25

Shelf list
card

Whereas the Library of Congress prints cards for the major portion of copyrighted books, The H. W. Wilson Company each year prints sets of cards for around 1500 newly published books, titles of which are carefully chosen with the help of various selection aids and with the collaboration of a group of public and school librarians. The books selected for cataloging are those which will later be listed in one or more of the titles in the Standard catalog series, which means that they are selected on the basis of (1) probability of purchase by libraries, and (2) anticipated permanent value.

Characteristics.- The Wilson cards employ the unit form for main and added entries. Cards are sold in sets, each of which consists of author or main entry card, subject and other added entry cards when indicated, shelf list card, and analytics when needed. The number of cards in each set varies according to the nature of the book, ranging in number from three to ten cards and averaging five cards to the set.

The cards are less detailed than Library of Congress cards and the subject headings and classification numbers are usually briefer. Classification numbers are generally in accord with practices in the Standard catalog series and the subject headings generally conform to Sears' list of subject headings for small libraries. Shelf list cards contain essential information, but are briefer than main entry cards. Two noteworthy features are the excellent descriptive annotations and the fact that the cards may be obtained, if desired, with subject headings and classification numbers printed on.

Ordering.- Lists of new cards are sent to users each month together with forms for ordering. The monthly lists are cumulated throughout the year and there is an annual cumulation. At this writing, a complete record of published cards will be found in the current lists plus the January 1, 1946 volume (1938-1945) and the January 1, 1947 volume (January-December 1946).

Cards are ordered by author and title on sheets provided by the Company. Payment may be made in several ways, but probably the most satisfactory method for most libraries is to purchase coupons and attach these to the card orders. Sheets of twenty-five coupons cost \$1.50. The number of coupons to be sent with the order is one more than the number of sets ordered, e.g., eleven coupons would be sent with an order for ten sets of cards. Titles for which analytics are available are indicated in the lists, with the number of analytic cards in the set and the price. The Company makes an extra charge for orders which are not arranged alphabetically by author. Card orders receive very prompt attention, an important factor in reducing the time required to catalog books.

Adapting.- As in the case of L. C. cards, Wilson cards should be checked with the books to see that the two agree. Since the cards are designed for libraries which find detailed cataloging unnecessary, few changes in the body of the cards will ordinarily have to be made. Classification numbers and subject headings should be compared with those already in use in the library and needed corrections indicated on the main entry card.

H. W. WILSON CARDS

Without subject heading and classification number printed on.

B
H

Henie, Sonja

Wings on my feet Prentice-Hall 1940
177p illusThe autobiography of the skater and movie star takes up half
the volume, the other half contains her course in skating for amateurs

1✓Skating 1/Title

92

26

Author or
main entry
cardB
H

SKATING

Henie, Sonja

Wings on my feet Prentice-Hall 1940
177p illusThe autobiography of the skater and movie star takes up half
the volume, the other half contains her course in skating for amateurs

27

Added entry
for subjectB
H

Wings on my feet

Henie, Sonja

Wings on my feet Prentice-Hall 1940
177p illusThe autobiography of the skater and movie star takes up half
the volume, the other half contains her course in skating for amateurs

28

Added entry
for titleB
H

Henie, Sonja

Wings on my feet. Prentice-Hall 1940
177p illus

2157

29

Shelf list
card

92

With subject heading and classification number printed on.

970.1	Hannum, Alberta (Pierson)	
H	Spin a silver dollar; story of a desert trading-post, illus with color reproductions of the work of the Navaho boy artist, Little No-Shirt (Beaten Yazz) Viking 1945	
	173p illus	
	"Two young Americans, traveling thru the Southwest, bought an Indian trading post at Wide Ruins, and ran it four years. There they met a little Navaho Indian boy, Beaten Yazz (Little No-Shirt) whose charming paintings of the desert and desert life illustrate the book. The story of the Lippincotts' four years at Wide Ruins closes with World war II" Book rev digest	
	1✓ Navaho Indians	970 1
	(W) The H. W. Wilson Company	

30

Author or
main entry
card

NAVAHO INDIANS		
970.1	Hannum, Alberta (Pierson)	
H	Spin a silver dollar, story of a desert trading-post, illus with color reproductions of the work of the Navaho boy artist, Little No-Shirt (Beaten Yazz) Viking 1945	
	173p illus	
	"Two young Americans, traveling thru the Southwest, bought an Indian trading post at Wide Ruins, and ran it four years. There they	

31

Added entry
for subject

Spin a silver dollar		
970.1	Hannum, Alberta (Pierson)	
H	Spin a silver dollar; story of a desert trading-post; illus with color reproductions of the work of the Navaho boy artist, Little No-Shirt (Beaten Yazz) Viking 1945	
	173p illus	
	"Two young Americans, traveling thru the Southwest, bought an Indian trading post at Wide Ruins, and ran it four years. There they	

32

Added entry
for title

970.1	Hannum, Alberta (Pierson)	
H	Spin a silver dollar; story of a desert trading-post, illus with color reproductions of the work of the Navaho boy artist, Little No-Shirt (Beaten Yazz) Viking 1945	
	173p illus	
5392		
	(W) The H. W. Wilson Company	

33

Shelf list
card

Author entry.— Enter a work under the name of its author whether individual or corporate. (1908:1) In the heading give the author's name in full and in vernacular form with certain specified exceptions. (1941:33 q.v.)

332 0	<p>Cragg, Alliston.</p> <p>Do you need some money? Consumer credit as a means to economic stability, by Alliston Cragg New York and London, Harper & brothers, 1941.</p> <p>xiii, 271 p., 1 l. 21"</p> <p>"First edition"</p> <p>Bibliography: p 270-271.</p> <p>1/ Credit—U. S. 2/ Loans—U. S. 1/ Title n/ Title Consumer credit as a means to economic stability</p> <p>41—4186</p> <p>Library of Congress ○ HG3729 U5C7 (41k5) 332.30073</p>	34 Author or main entry: one author
332 C	<p>Do you need some money?</p> <p>Cragg, Alliston.</p> <p>Do you need some money? Consumer credit as a means to economic stability, by Alliston Cragg New York and London, Harper & brothers, 1941.</p> <p>xiii, 271 p., 1 l. 21"</p> <p>"First edition."</p> <p>Bibliography: p 270-271</p> <p>1. Credit—U. S. 2. Loans—U. S. 1. Title n. Title Consumer credit as a means to economic stability.</p> <p>41—4186</p>	35 Added entry for title

332 C	<p>Consumer credit as a means to economic stability</p> <p>Cragg, Alliston.</p> <p>Do you need some money? Consumer credit as a means to economic stability, by Alliston Cragg New York and London, Harper & brothers, 1941.</p> <p>xiii, 271 p., 1 l. 21"</p> <p>"First edition"</p> <p>Bibliography: p 270-271.</p> <p>1. Credit—U. S. 2. Loans—U. S. 1. Title n. Title Consumer credit as a means to economic stability.</p> <p>41—4186</p> <p>Library of Congress ○ HG3729 U5C7 (41k5) 332.30073</p>	36 Added entry for partial title: sub- title or explanatory title
----------	--	---

822.3

HL

Tales from Shakespeare, by Charles & Mary Lamb, illustrated by Maud & Miska Petersham New York, The Macmillan company, 1923,

I ✓ Shakespeare, William Paraphrases, tales etc II ✓ Lamb, Mary
Ann 1764-1847, joint author III Title

Library of Congress

PR2877 L3 1923

44e2,

822.3

सा.

Lamb, Charles, 1775-1834.

Tales from Shakespeare, by Charles & Mary Lamb, illustrated by Maud & Miska Petersham. New York, The Macmillan company, 1923.

viii p, 1 l, 375 p col front, illus, plates (part col.) 19½" (On
verso of half-title: The children's classics)

I Shakespeare, William Paraphrases, tales etc II Lamb, Mary
Ann. 1764-1847, joint author III Title

23-15079

822.3

HL.

SHAKESPEARE, WILLIAM - PARAPHRASES, TALES, ETC.

Lamb, Charles.

Tales from Shakespeare, by Charles & Mary Lamb; illustrated by Maud & Miska Petersham. Macmillan. c1923.

375p. (On verso of half-title: The children's classics)

37

Main entry:
more than
one author

38


Added entry
for joint
author

39

Added entry
for subject

PERSONAL AUTHORS

Married women.- Enter a married woman under her latest name unless she has consistently written under an earlier one (either her maiden name or the name of a former husband) ... The heading is to consist of (a) husband's surname, (b) her own forenames, and (c) her maiden name, when known, in parenthesis. (1908:41; cf 1941:59; The "Mrs." may be omitted unless needed for complete identification.

F D	<p>Dodge, <i>Mrs</i> Mary (Mapes) 1838-1905 Hans Brinker; or, The silver skates, by Mary Mapes Dodge, illustrated by Maginel Wright Enright Philadelphia, D McKay, 1918. 345 p. col plates 24 1/2". Illustrated t-p and lining-papers in colors</p> <p>r/Title II. /Title: The silver skates</p> <p>Library of Congress  PZ7 D664H 18 (40g1)</p>	<p>40</p> <p>Main entry for married woman</p>
F D	<p>Hans Brinker. Dodge, <i>Mrs</i> Mary (Mapes) 1838-1905. Hans Brinker; or, The silver skates, by Mary Mapes Dodge; illustrated by Maginel Wright Enright Philadelphia, D. McKay, 1918. 345 p col plates 24 1/2" Illustrated t-p and lining-papers in colors</p> <p>r Title</p>	<p>41</p> <p>Added entry for title</p>
F D	<p>The silver skates. Dodge, <i>Mrs</i> Mary (Mapes) 1838-1905. Hans Brinker; or, The silver skates, by Mary Mapes Dodge; illustrated by Maginel Wright Enright Philadelphia, D. McKay, 1918 345 p. col plates 24 1/2". Illustrated t-p and lining-papers in colors.</p> <p>r Title.</p>	<p>42</p> <p>Added entry for partial title: alternative title</p>

Compound names.— Enter compound surnames under the first part of the name and refer from the other parts. (1908:25)

530

M

Mott-Smith, Morton Churchill, 1877—

This mechanical world; an introduction to popular physics, by Morton Mott-Smith. illustrated by Emil Kosa, jr. New York, London, D. Appleton and company, 1931.

xvi p., 11, 232, [1] p. illus., diagrs. 193^{cm} (Half-title: Appleton new world of science series, ed. by W. Davis)

"Bibliography and chronology": p. 210-225,

i[✓]Physics i[✓]Title.

Library of Congress



QC23 M73

[42n1]

31—13207

530

43

Main entry
for compound
name (With
hyphen)

Smith, Morton Churchill Mott
See
Mott-Smith, Morton Churchill.



44

Cross refer-
ence card

F

C

Cervantes Saavedra, Miguel de, 1547—1616.

The adventures of Don Quixote, by Miguel de Cervantes, adapted by Edwin Gile Rich, with illustrations by Herman I. Bacharach. Boston and New York, Houghton Mifflin company, 1928.

5 p. l., 8-287 p. col. front, col. plates 243^{cm}

i[✓]Rich, Edwin Gile, 1879— ii[✓]Title. iii[✓]Title: Don Quixote.

Library of Congress



PZ7.C32Dc 15

[4012]

28—22688

Copyright A 1054700

45

Main entry
for compound
name (Without
hyphen)

F C	<p>Rich, Edwin Gile</p> <p>Cervantes Saavedra, Miguel de, 1547-1616.</p> <p>The adventures of Don Quixote, by Miguel de Cervantes, adapted by Edwin Gile Rich, with illustrations by Herman I. Bacharach. Boston and New York, Houghton Mifflin company, 1928.</p> <p>5 p. l., 8-287 p. col front., col. plates 243^m.</p>	46 General secondary entry
F C	<p>The adventures of Don Quixote.</p> <p>Cervantes Saavedra, Miguel de, 1547-1616.</p> <p>The adventures of Don Quixote, by Miguel de Cervantes, adapted by Edwin Gile Rich, with illustrations by Herman I. Bacharach. Boston and New York, Houghton Mifflin company, 1928.</p> <p>5 p. l., 8-287 p. col front., col. plates. 243^m.</p>	47 Added entry for title
F C	<p>Don Quixote.</p> <p>Cervantes Saavedra, Miguel de, 1547-1616.</p> <p>The adventures of Don Quixote, by Miguel de Cervantes, adapted by Edwin Gile Rich, with illustrations by Herman I. Bacharach. Boston and New York, Houghton Mifflin company, 1928.</p> <p>5 p. l., 8-287 p. col front., col. plates. 243^m.</p>	48 Added entry for partial title: catch title

Prefix names.- See 1908:26 and 1941:36 for full statement. The following is a restatement of 1908:26.

(a) English: Always enter under prefix.

F D	<p>De Morgan, William Frend, 1839-1917.</p> <p>Joseph Vance; an ill-written autobiography; by William De Morgan. New York, H. Holt and company, 1907. Crosset, 1922.</p> <p>2 p. l., ill-x p., 11, 528 p. 19^m</p>	49 Main entry for anglicized prefix name
✓ Title.		8-11006
Library of Congress		PZ3.D3962J 2 (431)

PERSONAL AUTHORS

25

<p>B Jv</p>	<p>Van Loon, Hendrik Willem, 1882- Thomas Jefferson . written and illus by H W. Van Loon. Dodd 1943 106p illus Map on lining-papers "The serene citizen from Monticello who gave us an American way of thinking and who gained world-wide renown by his noble understanding of that most difficult of all the arts, the art of living, as he felt that it should be practiced in the republic of which he was one of the founders" Subtitle 1✓ Jefferson, Thomas, president U S 1743-1826</p>
<p>B Jv</p>	<p>JEFFERSON, THOMAS, PRESIDENT U. S. 1743-1826 Van Loon, Hendrik Willem, 1882- Thomas Jefferson . . . written and illus. by H. W. Van Loon Dodd 1943 106p illus</p>

50

Main entry
for anglicized
prefix name

51

Added entry
for subject

(b) French: Enter under prefix if it consists of or contains an article. Otherwise enter under part following prefix. (N.B. "De la" is usually split, as La Fontaine, Jean de. Contractions such as Du and Des contain the article and are therefore entered under the prefix)

<p>843 M</p>	<p>Maupassant, Guy de, 1850-1893. . . . Huit contes choisis, par Guy de Maupassant, selected and ed with notes by Elizabeth M. White . Boston, U. S A., D. C Heath & co, 1900. vii, 94 p incl front. (port) 16j^m (Heath's modern language series) CONTENTS —La parure. — Le bonheur. — Le baptême — La ficelle — Deux amis —Mademoiselle Perle.—Mon oncle Jules —En voyage. L. White, Elizabeth Mary, ed. Library of Congress</p>
<p></p>	<p>De Maupassant, Guy See Maupassant, Guy de</p>

52

Main entry
for French
prefix name

53

Cross refer-
ence card

914.71

D

Du Chaillu, Paul Belloni, 1831-1903.

The land of the long night, by Paul Du Chaillu .. illustrated by M. J. Burns New York, C. Scribner's sons, 1899.

xviii, 266 p. front. (port.) plates 20¹cm.

i¹Lapland—Descr & trav. ii¹Title

99-5064

Library of Congress



DL9.D83

1911.50

54

Main entry
for French
prefix name

German and Dutch: Enter under part following prefix.

832

G

Goethe, Johann Wolfgang von, 1749-1832.

. Faust: a tragedy. By Johann Wolfgang von Goethe. The first part. Tr., in the original metres, by Bayard Taylor. Boston, New York [etc.], Houghton Mifflin company [1911], xx, 368 p., 1 l 18¹cm (The Riverside literature series)

i¹Taylor, Bayard, 1825-1878, tr. ii¹Title.

11-17628

Library of Congress



PT2026.F2T2 1911

(44p1)

55

Main entry
for German
prefix name

832

G

Taylor, Bayard, 1825-1878, tr.

Goethe, Johann Wolfgang von, 1749-1832.

. Faust: a tragedy. By Johann Wolfgang von Goethe. The first part. Tr., in the original metres, by Bayard Taylor. Boston, New York [etc.], Houghton Mifflin company [1911], xx, 368 p., 1 l 18¹cm (The Riverside literature series)

i Taylor, Bayard, 1825-1878, tr. ii Title.

11-17628

Library of Congress



PT2026.F2T2 1911

(44p1)



56

Added entry
for trans-
lator

PERSONAL AUTHORS

27

(d) Italian and Spanish: Enter under prefix if prefix consists simply of an article; otherwise, enter under part following the prefix.

<p>F A</p> <p>Annunzio, Gabriele d', 1863-1938.</p> <p>The maidens of the rocks, by Gabriele d'Annunzio; translated from the Italian by Annetta Halliday-Antona and Giuseppe Antona. New York, The Modern library, 1926, 2 p l, 296 p 17". (Half-title: The modern library of the world's best books)</p> <p>i. Antona, Annetta Halliday. tr ii. Antona, Giuseppe, Joint tr m Title</p> <p>Library of Congress  PZ3 A616M5 26-26525 j45n1,</p>	<p>57</p> <p>Main entry for Italian prefix name</p>
<p>D'Annunzio, Gabriele See Annunzio, Gabriele d'</p>	<p>58</p> <p>Cross refer- ence card</p>
<p>F A</p> <p>Alarcón, Pedro Antonio de, 1833-1891.</p> <p>The three-cornered hat, by Pedro A. de Alarcón; translated from the Spanish by Jacob S. Fassett, jr. New York, A. A. Knopf, 1918.</p> <p>208 p 19". (The Borzoi Spanish translations)</p> <p>i. Fassett, Jacob Sloat, 1889- tr. ii Title Full name: Pedro Antonio de Alarcón y Ariza, 18-12856</p> <p>Library of Congress  PZ3 A821Th5 18-12856 Copyright A 497986 j39r37m2,</p>	<p>59</p> <p>Main entry for Spanish prefix name</p>
<p>De Alarcón, Pedro Antonio See Alarcón, Pedro Antonio de</p>	<p>60</p> <p>Cross refer- ence card</p>

PERSONAL NAMES

Nobleman.— Enter a nobleman under his latest title unless he is decidedly better known by the family name or an earlier title. In either case refer from the name not adopted as entry word. (1908: 33)

F
B

Beaconsfield, Benjamin Disraeli, 1st earl of. 1804–1881.

Novels and tales, by the Earl of Beaconsfield, K. G. . new impression . London, New York [etc.] Longmans, Green and co., 1919.

11 v. front. (port., v. 10) 18½"

Illustrated t.p.

Hughenden edition

Binder's title. Novels & tales

Contents.—v. 1, Alroy; Ixion in heaven. The infernal marriage. Papanilla.—v. 2, Coningsby or The new generation.—v. 3, Contarini Fleming. The rise of Iskander.—v. 4, Endymion.—v. 5, Henrietta Temple.—v. 6, Lothair.—v. 7, Sybil or The two nations.—v. 8, Tancred or The new crusade.—v. 9, Venetia.—v. 10, Vivian Grey.—v. 11, The young duke. . Count Alarcos ...

z. Title.

Title from Crozer Theol

Sem. Printed by L. C.
a3861j

A 23-489

61

Main entry
for nobleman:
entry under
title

Disraeli, Benjamin

See

Beaconsfield, Benjamin Disraeli, 1st earl of

62

Cross refer-
ence card

824

B

Bacon, Francis, viscount St. Albans, 1561–1626.

Bacon's Essays, ed. with introductions and notes, by F. G. Selby ... London and New York, Macmillan and co., 1894.

xxii, 800 p. 17".

"Intended mainly for Indian students. The notes .. contain much which to English readers will appear superfluous."—Pref.

r Selby, Francis Guy, 1852–

Library of Congress

PR2206.S4
i41d1j

26—11871

63

Main entry
for nobleman:
entry under
family name

Editor or compiler.— Enter a collection of independent works, by various authors, artists, composers, etc., issued with a collective title under the compiler or editor, individual or corporate, with added entry under title. If the work of the editor or editing body seems to be but slight and their names do not appear prominently in the publication, or if there are frequent changes of editor, enter under the title with added entry under editor. (1941:10; cf 1908:126)

<p>821.08 H Huffard, Grace Thompson, <i>ed.</i> My poetry book, an anthology of modern verse for boys and girls, selected and arranged by Grace Thompson Huffard and Laura Mae Carlisle, in collaboration with Helen Ferris: introduction by Booth Tarkington, illustrated by Willy Pogany. Chicago, Philadelphia [etc.] The John C. Winston company [1914] xxii, 504 p incl plates (part col) col. front 22j" Title within ornamental border Illustrated lining-papers in color. 1/Children's poetry 1 Carlisle, Mrs Laura Mae, joint ed 11 Ferris, Helen Josephine, 1880- 111. Title Library of Congress PN6110 C4H34 34—28463 [a48b*2] 821 ^822</p>	<p>64 Main entry under editor</p>
<p>398 W Wood, Ray, <i>comp.</i> The American Mother Goose, by Ray Wood, with a foreword by John A. Lomax; illustrations by Ed Hargis. New York, Frederick A. Stokes company, inc., 1940. xviii, 109, [1] p. illus. 21j" Illustrated t-p A collection of American folk rhymes. 1/Children's poetry 2/1k lore—U. S 11. Title. 11. Title. Mother Goose, The American. Library of Congress PZ8.3 W87Am 40—27623 [a2c*7]</p>	<p>65 Main entry under compiler</p>
<p>398 W Mother Goose, <i>The American.</i> Wood, Ray, <i>comp.</i> The American Mother Goose; with a foreword by John A. Lomax; illustrations by Ed Hargis. Stokes, 1940. 109p. Illustrated t.-p. A collection of American folk rhymes.</p>	<p>66 Added entry for inverted title</p>

Illustrators.- Enter books consisting solely of illustrations, or illustrated works of which the illustrations are the chief feature, under the illustrator or designer. If the illustrations are secondary in importance to the text, the book is to be entered under the name of the author, with added entry under the name of the illustrator. In doubtful cases enter under the author of the text with added entry under the illustrator. (1908:4; cf 1941:14)

<p>232 S</p>	<p>Shinn, Everett, 1870- <i>illus.</i> The Christ story, illustrated by Everett Shinn. Philadelphia, Toronto, The John C Winston company, 1943, [41] p incl col front, illus (part col) 28 x 21". "First edition"</p>	<p>67 Main entry under illustrator</p>
<p>1/ Jesus Christ—Childhood—Juvenile literature. 2/ Bible. N. T. Gospels—Pictorial illustrations. 3/ Bible—Pictorial illustrations—N. T. Gospels Library of Congress BT320 S46 43-17529 [44h2] 232 92</p>		
<p>232 S</p>	<p>BIBLE. N. T. GOSPELS - PICTORIAL ILLUSTRATIONS Shinn, Everett, <i>illus.</i> The Christ story, illustrated by Everett Shinn. Winston, 1943. 4lp. "First edition."</p>	<p>68 Added entry for subject</p>

For illustrator as added entry see Cards 15, 85.

Pseudonyms.- Enter an author who uses the pseudonym under the real name if known. Refer from the pseudonym ... Exception is made in favor of entry under pseudonym followed by the abbreviation, pseud: (1) When name is unknown, or the author wishes it withheld; (2) When the pseudonym has been fixed in literary history (including current criticism) and biography, and is therefore, the name looked for by the informed reader; (3) When two or more authors have written together under one pseudonym, to avoid a cumbersome heading, give the real names in a note and refer from them ... (1941:56; cf 1908:38)

821
D

Dodgson, Charles Lutwidge, 1832-1898.

The collected verse of Lewis Carroll (*pseud.*) with an introduction by John Francis McDermott. New York, E. P. Dutton & co., inc. [1929]xxxviii, 228 p. 21^{cm}

Bibliography: p. 223-224

I. McDermott, John Francis, 1902- ed II. Title

20-25491

Library of Congress

PR4611.A17 1929

----- Copy 2

Copyright A 15878

[41n1]

69

Main entry
under real
nameCarroll, Lewis, *pseud.*
See
Dodgson, Charles Lutwidge

70

Cross refer-
ence from
pseudonym to
real name843
SSand, George, *pseud.*La mare au diable; provided with a brief introduction, notes and full vocabulary by Leigh R. Gregor. Ginn, 1903.
62p. (International modern language series)

I. Title

71

Main entry
under pseudo-
nymDudevant, Mme. Amantine Lucile Aurora (Dupin)
See
Sand, George, *pseud.*

72

Cross refer-
ence from
real name to
pseudonym

Anonymous books.— Enter anonymous works under the name of the author when known, otherwise under the first word of the title not an article. (1908:112, see also 113-118; cf 1941:199)

378

D

[Dowst, Henry Payson, 1876-1921.

Radcliffe college, illustrated with drawings by John Albert Seaford. Boston, H. B. Humphrey company [1913,

[80] p. front., illus. 26^{cm}

73

Main entry
for anonymous
work, author
known

1. Radcliffe college i. Seaford, John Albert, illus ii. Title

Library of Congress

LD7124 5 D6

14-2419

— Copy 2.

Copyright A 381748

[a40h1]

The half-bracket is ordinarily used to enclose the name of the author when it is not found on the title page. In simplified cataloging the brackets may be omitted.

In the example given below note particularly the spacing and indentation. The author line is left blank and the title comes in regular title place, i.e. second indention, four spaces from top of the card.

For other examples of entry under title see Cards 95, 128, 129, 132.

327.4

S

Seven years in Vienna (August, 1907-August, 1914) a record of intrigue. Boston and New York, Houghton Mifflin company, 1917.

xi, 268 p. 21^{cm}.

74

Main entry
for anonymous
work, author
unknown

1. Austria—Foreign relations 2. Austria—Politics and government
3. Europe—Politics—1914-1918 4. European war, 1914-1918—Causes

A 17-1120

Title from New Haven
Library of Congress

Libr.
[D886.8]
[a33c2]

CORPORATE AUTHORS

55

(a) **Societies.**— Enter a society under the first word (not an article) of its corporate name, with reference from any other name by which it is known, especially from the name of the place where its headquarters are established. (1908:72; see also 73-81; cf 1941:103-128)

636.7

N

National geographic society, *Washington, D. C.*

The book of dogs; an intimate study of mankind's best friend, with natural color portraits of 76 types of dogs from paintings of Louis Agassiz Fuyertes and Hashime Murayama. Washington, D. C., The National geographic society, 1927.

8 p 1, 100 p illus (part col.) 25¹cm

1¹/Dogs. 1 Fuyertes, Louis Agassiz, 1874-1927. II Title

Library of Congress



SF427 N8 1927

(42v1)

28-8911

75

Main entry
for society

(b) **Institutions.**— Enter an institution under the name of the place where it is located. (1908:82) Enter an institution whose name begins with a proper noun or adjective under the first word of its name, and refer from the name of the place where it is located. (1908:82; see also 84-99; cf 1941:150-172)

028

T

Toronto. Public library.

Books for boys and girls, edited by Lillian H. Smith; prepared at Boys and girls house, Toronto public libraries. [Toronto; The Ryerson press 1940]

x, 387 p. illus. 20¹cm.

"The compiling ... has been a co-operative effort in which all members of the staff of the Boys and girls division ... have shared."—Pref.

"First edition, 1927 ... second edition, 1940."

1¹/Children's literature—Bibl. 1 Smith, Lillian H., ed. II Title.

Library of Congress



Z1087.T89 1940

(41g5)

40-27465

028.5

76

Main entry
for institution,
entered
under place

012
F**Wesleyan university, Middletown, Conn. Library.**

Robert Frost, a chronological survey compiled in connection with an exhibit of his work at the Olin memorial library, Wesleyan university, April 1936. Middletown, Conn., The Library, 1936.

2 p. l, 7-58 p. l. l. Incl. front (port) illus. 24^{cm}.

On cover Robert Frost, a survey of his work.

"Printed by James D. Young, Middletown, Connecticut ... Two hundred and fifty copies (two hundred and twenty-five copies on Strathmore Reedmark paper and twenty-five copies on Fabriano handmade paper) of which this is no. 12."

L. R. Thompson, compiler. *cf* p. 14.

1¹ Frost, Robert, 1875- —Bibl. 1. Thompson, Lawrence Roger, 1906- comp

Library of Congress
Copy 2
Copyright A 93956

Z8317 78.W51

36-10668

.37d2,

012

77

Main entry for institution entered under name

(c) Miscellaneous corporate bodies.— See 1908:100-11 and 1941:173-191. In general entry is under name of the body, especially if distinctive; otherwise, under place.

629.13
C**Curtis publishing company.**

The aviation industry; a study of underlying trends, by Division of commercial research. Philadelphia, The Advertising department, The Curtis publishing company, 1930.

178 p. Incl. front, illus. (charts) diagrs (part col.) 23¹/₂^{cm}.

1¹ Aeronautics, Commercial—U. S. 1¹ Title.

30-16470

Library of Congress

TL552.C8

.42r40n2,

629.13

78

Main entry for miscellaneous corporate body

331
C**Conference on unemployment, Washington, D. C., 1921.**

Report of the President's Conference on unemployment ... September 26 to October 13, 1921 ... Washington, Govt. print. off., 1921.

178 p. Incl. illus, tables, forms 25^{cm}

Herbert Hoover, chairman.

Running title: The President's Conference on unemployment.

"Brief bibliography". p. 167-168.

1¹ Unemployed—U. S.
1¹ Title.

1. Hoover, Herbert Clark, pres. U. S., 1874-

21-27496

Library of Congress

HD5723.A5 1921 a

.38n2,

Copy 2.

79

Main entry for miscellaneous corporate body

(d) Government publications.— Enter under names of countries, states, cities, towns, etc., official publications issued by them or under their auspices. The names of the departments, bureaus, etc., from which the publications emanate are to be given as sub-headings. (1908:58; see also 59-71; cf 1941:71-102) 1) Enter under the department administrative reports which are prepared by an official as a part of his routine duty ... 2) Enter under personal author scientific papers, addresses and other publications, not administrative or routine in character, but which are issued officially by the department to which the author is attached. Make added entry under the department. (1941:75; cf 1908:60)

626

U

U. S. Bureau of reclamation.

... Federal reclamation projects. October 1935. Washington, U. S. Govt. print. off., 1935.

iv, 96 p incl illus, map, tables 23".

At head of title. United States Department of the Interior. Harold L. Ickes, secretary Bureau of reclamation Elwood Mead, commissioner

1/Irrigation—U. S. 2/Reclamation of land—U. S. 1/Title.

Library of Congress

TC823.A5 1935b

35-26938

— Conv 2

40c1,

626.80973

80

Main entry
under govern-
ment bodyU. S. Department of the interior. Bureau of
reclamation

See

U. S. Bureau of reclamation

81

Cross refer-
ence card

551.5

B

Bliss, George Seymour, 1871—

... Weather forecasting, with introductory note on atmos-
pherics. Sixth edition. By George S. Bliss ... Washington,
U. S. Govt. print. off., 1939.v, 35 p. illus, pl, maps, charts. 23". (U. S. Weather bureau.
Bulletin no. 42)At head of title: ... W. B. 972. U. S. Department of agriculture.
Weather bureau.

First edition has title: Forecasting the weather.

1/Weather forecasting.

Agr 39-624

U. S. Dept. of agr. Library
for Library of Congress1 W37B no. 42 Ed. 6
[QC651.U5 no. 42 1939]

5*

82

Main entry
under per-
sonal author

The term "anonymous classic" refers to national folk tales, epics and other works, authorship of which is doubtful or unknown. In order to bring together in the catalog all the variant forms of title, whether in the original or in translation, anonymous classics take what is known as "uniform" entry, that is, catalog entry is made under a standard title, regardless of what appears on the title page. Sacred books, such as the Bible, Koran, Talmud, etc., also take uniform entry. The following brief list contains the titles of those most commonly found in small libraries.

Anglo-Saxon chronicle	Koran
Arabian nights	Lancelot
*Arthur, King (With cross reference from King Arthur, Le morte Arthur)	Mabinogion
	Merlin
Beowulf	Mother Goose
Bible	Nibelungenlied (With cross reference from Nibelungs, Lay of the Nibelungs, Song of the Nibelungs)
Book of Mormon	
Cid Campeador	Njála
Cuchulain	Reynard the fox
Federalist	Robin Hood
Firdausi	*Roland (With cross reference from Chanson de Roland, Song of Roland)
Jatakas	
Kalevala	Talmud
	Vedas

*Arthur and Roland are here suggested for the small library where a simple form is indicated. The Library of Congress uses Le Morte Arthur and Chanson de Roland.

Most of the anonymous classics found in the small library are adaptations or "retold" versions. A.L.A. catalog rules state: "Enter adaptations of anonymous classics under the name of the author of the adaptation. Make subject entry for the hero, event, place, etc., involved. Make added entry for the uniform heading if subject is not of importance." (1941:206; of 1908:120) Suggestion is here made that all adaptations be entered under uniform headings and that added entries be made for authors of adaptations, illustrators, editors, etc., if important. If necessary to make changes on printed cards, the heading may be ruled out with black ink or the typewriter (or left just as it is) and the heading decided upon typed immediately above. If the original printed heading is to be used as an added entry, it should of course be traced on the main entry card.

Anonymous classics.— (a) Enter editions, versions, and translations of anonymous classics, whether complete or partial texts, under a uniform heading for the title, using the best known English form unless the vernacular is decidedly better known. In either case refer from forms not chosen for entry. Make added entries under names of editors, translators, and supposed authors. Make title cards when title is sufficiently distinctive and not used popularly enough to justify a reference, or when it covers only part of the classic. (b) Enter adaptations of anonymous classics under the name of the author of the adaptation. Make subject entry for the hero, event, place, etc., involved. Make added entry for the uniform heading if subject is not important. (1941:206; cf 1908:120)

398

Mb

Mother Goose.

Mother Goose, a comprehensive collection of the rhymes made by William Rose Benét; arranged and illustrated by Roger Duvoisin. New York, The Heritage press, 1936,

144 p illus. (part col.) 34^{cm}.

1. Benét, William Rose, 1886-
1904- illus

comp. n. Duvoisin, Roger Antoine,

Library of Congress

PZ83 M85Bf

84-32644

[a44m2]

83

Main entry
for anonymous
classic

398

Mb

Benét, William Rose, comp.

Mother Goose.

Mother Goose, a comprehensive collection of the rhymes made by William Rose Benét; arranged and illustrated by Roger Duvoisin. Heritage press, 1936.

144p.

84

Added entry
for compiler

398

Mb

Duvoisin, Roger Antoine, illus.

Mother Goose.

Mother Goose, a comprehensive collection of the rhymes made by William Rose Benét; arranged and illustrated by Roger Duvoisin. Heritage press, 1936.

144p.

85

Added entry
for illus-
trator

Sacred works.- Enter the Bible or any part of it (including the Apocrypha) in any language, under the word Bible. Treat in like manner the Talmud, Koran, and similar sacred books, using the English name unless the vernacular is decidedly better known. Make added entries under the names of the editors and translators, and refer from titles of individual parts of books, especially when they have been published separately. (1908:119; cf 1941:208-212)

<p>220 S Bible. The Bible for to-day, edited by John Stirling, illustrated by Rowland Hilder and other artists. Oxford, 1941. 1255p.</p> <p style="text-align: center;">○</p>	<p>86</p> <p>Main entry for Bible</p>
<p>220 T Bible. Selections. The little Bible; an anthology, with sixteen colour-plates by Arthur Twiddle, and other illu- strations. Oxford, 1935. 445p.</p>	<p>87</p> <p>Main entry for Bible selections</p>
<p>220 M Bible. N.T. The New Testament; a new translation by James Moffatt. New ed., rev. London, Hodder and Stoughton, ltd., 1935. 388p.</p>	<p>88</p> <p>Main entry for New Testament (In same way, O.T. for Old Testament)</p>

COLLECTIONS

Collections.— (a) Enter two or more writings by different authors published together but having no collective title under the one named first on the title-page, even though the name of the editor may also be given. Make added entries for other works mentioned on the title-page and for the editor. (1941:10c; 1908:126, pt. 3)

811

L

Lowell, James Russell.

The vision of Sir Launfal, by James Russell Lowell; The courtship of Miles Standish, by Henry Wadsworth Longfellow; Snowbound, by John Greenleaf Whittier; edited, with an introduction and notes, by Charles Robert Gaston. Merrill, c1921.

196p. illus. (Merrill's English texts)

I. Longfellow, Henry Wadsworth. The courtship of Miles Standish II. Whittier, John Greenleaf. Snowbound. III. Title



89

Collection:
main entry
under first
author on
title-page

811

L

Longfellow, Henry Wadsworth

The courtship of Miles Standish.

Lowell, James Russell.

The vision of Sir Launfal, by James Russell Lowell; The courtship of Miles Standish, by Henry Wadsworth Longfellow; Snowbound, by John Greenleaf Whittier; edited, with an introduction and notes, by Charles Robert Gaston. Merrill, c1921.

196p. illus. (Merrill's English texts)

(Over)



90

Added entry
for second
author

I. Title



91

Title tracing
for second
work on verso
of Card 90

- 811 The courtship of Miles Standish.
L Longfellow, Henry Wadsworth
Lowell, James Russell.
The vision of Sir Launfal, by James Russell
Lowell; The courtship of Miles Standish, by
Henry Wadsworth Longfellow; Snowbound, by John
Greenleaf Whittier; edited, with an introduction
and notes, by Charles Robert Gaston.
Merrill, c1921.
196p. illus. (Merrill's English texts)

92

Added entry
for title of
second work

(b) Enter a collection of independent works, by various authors, artists, composers, etc., issued with a collective title under the compiler or editor, individual or corporate, with added entry under title ... (1941:10)

812.08

M

Moses, Montrose Jonas, 1878-1934, *ed.*

Representative American dramas, national and local, edited, with introductions, by Montrose J. Moses. Students' ed. Boston, Little, Brown, and company, 1933.

xvi, 890 p. 21½".

CONTENTS. — Preface—1894 A Texas steer, by C. H. Hoyt.—1905. The girl of the golden West, by D. Belasco.—1907. The witching hour, by A. Thomas.—1910. The city, by C. Fitch.—1910. The scarecrow, by F. MacKaye.—1910. The piper, by Josephine P. Peabody.—1911. Mrs. Bumpstead-Leigh, by E. J. Smith.—1914. It pays to advertise, by R. C. Megrue and W. Hackett.—1919. The famous Mrs. Fair, by J. Forbes.—

(Continued on next card)

83—19641

42c31

93

Collection:
main entry
under editor

812.08

M

Moses, Montrose Jonas, 1878-1934, *ed.*
American dramas ... 1933. (Card 2)

Representative

CONTENTS—Continued.

1920. The Emperor Jones, by E. O'Neill.—1921. Nice people, by Rachel Crothers.—1921. The detour, by O. Davis.—1921. Duicy, by G. S. Kaufman and M. Connelly.—1923. The adding machine, by E. L. Rice.—1924. The show-off, by G. Kelly.—1925. Lucky Sam McCarver, by S. Howard.—1927. The second man, by S. N. Behrman.—1928. Holiday, by P. Barry.—1930. The green pastures, by M. Connelly.—Appendix: Bibliographies, General references (p. 865-890)

1. American drama (Collection) 1. Title.
— Collections

83—19641

Library of Congress

PS634.M6 1933

42c31

812.50622

94

Extension card
(See also
Cards 115, 130)

(c) ...If the work of the editor or editing body seems to be but slight and their names do not appear prominently in the publication, or if there are frequent changes of editor, enter under the title with added entry under editor. (1941:10; 1908:126)

172.4

B

Building international goodwill, by various writers. New York, The Macmillan company, 1927.

3 p. l, ix-xvi, 242 p 19 1/2".

This book, which is submitted by the "World alliance for international friendship through the churches", is a serious effort to assemble into one volume a résumé of the various constructive methods which are being brought forward in the interest of universal peace of. An explanation.

1. Peace. 2. International cooperation. 3. U. S.—For. rel. 1. World alliance for promoting international friendship through the churches.

Library of Congress

JX1952.B8

27—18014

— Copy 2.

Copyright A 990840

140u2

95

Main entry
under title

Note hanging indention form used for entry under title.

ANALYTICS. (UNIT CARD)

Analytical entry is defined as "the entry of some part of a work or of some article contained in a collection (volume of essays, serial, etc.) including a reference to the publication which contains the article or work entered."-- A.L.A. Glossary of library terms. 1943.

Analytical entry may be made for the author, title or subject. In the small library where every book must be made to give optimum service as a source of information, the subject analytic is probably the most important of the three.

Many books are analyzed more or less completely in various catalogs and indexes such as the Standard catalog series, indexes to short stories, plays, readers, speeches, etc. If the library has these tools, it is obviously an unnecessary duplication to make analytical entries in the catalog for books that have already been analyzed. General reference cards calling attention of the catalog user to these aids should be filed in the catalog under appropriate headings such as One-act plays, Short stories, Speeches, Addresses, etc.

Examples of analytics given on the following pages make use of the unit card. Note particularly indentions for headings added at the top of the main entry card and the wording of the page references. The phrase "p. ... of" may be used instead of "p. ... in." When cards must be typed, long contents notes may be omitted on the analytic cards and the statement "For contents see the main entry (or author) card" given instead.

When printed cards are available, the unit card method for analytics is fast and convenient. A briefer form is indicated, however, when cards must be typed. The latter method will be used in the second quarter course in cataloging.

J
K

Kipling, Rudyard, 1865-1936.

Mine own people, by Rudyard Kipling; with a critical introduction by Henry James. New York, The Lovell company, 1899.

3 p. 1, 3-249 p. 154^m

CONTENTS.—Introduction.—Blind—Nangay Doola.—The recrudescence of Imray.—Moti Guj.—mutineer.—The mutiny of the Mavericks.—At the end of the passage.—The incarnation of Krishna Mulvaney.—The man who was.—On the Greenhow hill

i. James, Henry, 1843-1916 ii. Title

(Over)

9-3020

Library of Congress

PZ3 K629M1 4

(s41g1)

96

Main entry
for work to
be analyzed:
author of
part same as
author of
the whole

The man who was, p. 192-217

97

Tracing on
verso of
Card 96 for
title
analytic

if an analytical entry is to be made for each title in the collection, the phrase "Title anal." is sometimes used in the tracing instead of listing titles and page numbers.

J
K

The man who was, p. 192-217 in:

Kipling, Rudyard, 1865-1936.

Mine own people, by Rudyard Kipling; with a critical introduction by Henry James. New York, The Lovell company, 1899.

3 p. 1, 3-249 p. 154^m

CONTENTS.—Introduction.—Blind—Nangay Doola.—The recrudescence of Imray.—Moti Guj.—mutineer.—The mutiny of the Mavericks.—At the end of the passage.—The incarnation of Krishna Mulvaney.—The man who was.—On the Greenhow hill.

i. James, Henry, 1843-1916 ii. Title

9-3020

Library of Congress

PZ3 K629M1 4

(s41g1)

98

Title
analytic

99

- 812.08 Cerf, Bennett Alfred, 1898- comp
 C S.R.O., the most successful plays in the history of the American stage, comp. by Bennett Cerf and Van H. Cartmell; introduction by John Chapman Doubleday 1944

920p

Contents Uncle Tom's cabin, by H. B. Stowe (rev. version by A. E. Thomas), East Lynne, by Mrs. H. Wood, Two orphans, by A. d'Emery and E. Cormon, Old homestead, by D. Thompson, Rip Van Winkle, as played by J. Jefferson, Man from home, by B. Tarkington and H. L. Wilson, Peg o' my heart, by J. H. Man- ners, Lighthouse, by W. Smith and F. Bacon, The bat, by M. R. Kitchart and A. Hopwood, Abner's Irish Rose, by A. Nichols, Tobacco road, by E. Caldwell, Life with father, by H. Lindsay and R. Crouse, Arsenic and old lace, by J. Kesselring, Oklahoma, by R. Rodgers and O. Hammerstein, II

1 ✓ American drama — Col-
 thear and title anal.)

lections 1 Jt comp 11 ✓ Title (34 au-
 812 08



(W) The H. W. Wilson Company

Main entry
 for work to
 be analyzed:
 author of
 part different
 from author
 of the whole

100

- 812.08 Manners, John Hartley, 1870-1928
 C Peg o' my heart p335-406
 Cerf, Bennett Alfred, 1898- comp
 S.R.O.; the most successful plays in the history of the American stage, comp. by Bennett Cerf and Van H. Cartmell, introduction by John Chapman Doubleday 1944

920p

Contents Uncle Tom's cabin, by H. B. Stowe (rev. version by A. E. Thomas), East Lynne, by Mrs. H. Wood, Two orphans, by A. d'Emery and E. Cormon, Old homestead, by D. Thompson, Rip Van Winkle, as played by J. Jefferson, Man from home, by B. Tarkington and H. L. Wilson, Peg o' my heart, by J. H. Man-

Author
 analytic

101

- 812.08 Peg o' my heart
 C Manners, John Hartley, 1870-1928 p335-406
 Cerf, Bennett Alfred, 1898- comp.
 S.R.O., the most successful plays in the history of the American stage, comp. by Bennett Cerf and Van H. Cartmell; introduction by John Chapman Doubleday 1944

920p

Contents Uncle Tom's cabin, by H. B. Stowe (rev. version by A. E. Thomas), East Lynne, by Mrs. H. Wood; Two orphans, by A. d'Emery and E. Cormon.

Title
 analytic

300

B

Baker-Crothers, Hayes.

Problems of citizenship, by Hayes Baker-Crothers ... and Ruth Allison Hudnut. New York, H. Holt and company [c1924]

xiv, 514 p. 22^{cm}.

Bibliography: p. 471-506.

Contents.—Introduction.—The newspaper problem.—The immigration problem.—The Negro problem.—The woman problem.—The industrial problem.—Problem of civil liberty.—Problem of international relations.—Problem of war and peace.

1 ✓ Social problems. 2 ✓ U. S.—Soc. condit. 3 ✓ U. S.—Pol. & govt.
 I. Hudnut, Ruth Allison, joint author. II ✓ Title. (Over)

24—31813

Library of Congress



H83 B3

[c1924]

Main entry
 for work to
 be analyzed

NEGROES, p. 112-161

103

Tracing on
verso of
Card 102
for subject
analytic

300

B

NEGROES, p. 112-161 in:

Baker-Crothers, Hayes.

Problems of citizenship, by Hayes Baker-Crothers . and
Ruth Allison Hudnut. New York, H. Holt and company
[1924]

xiv, 514 p 22"

Bibliography. p 471-506

CONTENTS —Introduction.—The newspaper problem.—The immigration
problem.—The Negro problem.—The woman problem.—The industrial
problem.—Problem of civil liberty.—Problem of international relations
—Problem of war and peace.

104

Subject
analytic

820.9

W

Watson, Edmund Henry Lacon, 1865— ed.

Contemporary comments: writers of the early nineteenth
century as they appeared to each other, by E. H. Lacon Watson
with eight illustrations after the contemporary drawings by
Daniel Maclise, R. A. London, Eyre and Spottiswoode, 1881.

356 p illus (ports) 22 1/2"

CONTENTS —Introduction Literature of the early nineteenth cen-
tury—Walter Scott—George Gordon lord Byron—Samuel Rogers.—
Thomas Moore—Robert Southey—William Wordsworth—Samuel Tay-
lor Coleridge—Charles Lamb—William Hazlitt—Walter Savage Lan-
dor.—Thomas De Quincy—William Blake—Percy Bysshe Shelley.—
James Henry Leigh Hunt—John Keats—Sydney Smith—Thomas Car-
lyle.—Thomas Babington Macaulay

1/2 English literature 19th cent Hist & crit 2 Criticism 3/4 Au-
thors, English r. Mac- lise, Daniel, 1806-1870, illus n.
✓Title (Over) 82-1800

Library of Congress

PR457.W3
[131]

028 2

105

Main entry
for work to
be analyzed

SCOTT, SIR WALTER, BART., p. 27-44

106

Tracing on
verso of
Card 105
for subject
analytic

820.9 W	<p>SCOTT, SIR WALTER, BART., p. 27-44 in:</p> <p>Watson, Edmund Henry Lacon, 1865- ed</p> <p>Contemporary comments. writers of the early nineteenth century as they appeared to each other, by E. H. Lacon Watson. with eight illustrations after the contemporary drawings by Daniel Maclise, R. A. London, Eyre and Spottiswoode, 1931.</p> <p>336 p. illus (ports) 224"</p> <p>CONTENTS.—Introduction. Literature of the early nineteenth century.—Walter Scott—George Gordon Lord Byron—Samuel Rogers—Thomas Moore—Robert Southey—William Wordsworth—Samuel Taylor Coleridge—Charles Lamb—William Hazlitt—Walter Savage Landor—Thomas De Quincey—William Blake—Percy Bysshe Shelley—</p>	107 Subject analytic
640 T	<p>Trilling, Mabel Barbara</p> <p>Girl and her home, by M. B. Trilling and F. W. Nicholas. ed by A. F. Blood. rev ed Houghton 1945</p> <p>408p illus</p> <p>First published 1932</p> <p>"The subject has been divided into seven major topics: human relationships, management of housekeeping, buying for family needs, special care and training of little children, guarding the family health, planning for leisure, and the establishment of a comfortable and attractive house"</p> <p>Preface</p> <p>Further reading at the end of most chapters</p> <p>1/ Girls 2/ Home economics 1 Jt auth. 11/ Title ✓Analytics. Architecture, Domestic, Budget, Personal, Children—Care and hygiene, Hygiene, Leisure, Personality. 640</p>	108 Main entry for work to be analyzed
640 T	<p>ARCHITECTURE, DOMESTIC p343-408</p> <p>Trilling, Mabel Barbara</p> <p>Girl and her home, by M. B. Trilling and F. W. Nicholas. ed by A. F. Blood. rev ed Houghton 1945</p> <p>408p illus</p> <p>First published 1932</p> <p>"The subject has been divided into seven major topics: human relationships, management of housekeeping, buying for family needs, special care and training of little children, guarding the family health, planning for leisure, and the establishment of a comfortable and attractive house"</p> <p>Preface</p> <p>Further reading at the end of most chapters</p>	109 Subject analytic

"BOUND WITHS" OR INDEPENDENTS

Independents or "Bound withs" consist of two or more separate works bound together in one volume. The parts may be the work of one author or of different authors. If the work has a composite title page listing the author or authors and titles of the different parts, the parts may be treated as ordinary analytics. If, however, each part has a separate title page, paging, etc., it is a true independent and each part is ordinarily cataloged as a separate work with a note referring to the work or works with which it is bound. If printed cards are used for the first part, the other parts may be treated as shown in Card 113.

821

C

Coleridge, Samuel Taylor, 1772-1834.

The ancient mariner, Kubla Khan, Christabel (by; Samuel Taylor Coleridge; edited by Tuley F. Huntington, revised by H. Y. Moffett, illustrated by A. Gladys Peck. [New York, The Macmillan company, c1929]

xiv, 103 p incl front, plates 17^m (Half-title: New pocket classics)

With this is bound: Sohrab and Rustum and other poems (by; Matthew Arnold New York, c1929. Bibliography: p. xliii-xlv.

I. Huntington, Tuley Francis, 1873- ed II. Moffett, Harold Young. (Over)
III Title

Library of Congress

PR4479 A1 1929 a

29-20425

[43fl]

110

Main entry
for first
part

Arnold, Matthew

Sohrab and Rustum, and other poems.

111

Tracing for
second part
on verso of
Card 110

821

C

Arnold, Matthew.

Sohrab and Rustum, and other poems; ed. by Justus C. Castleman; rev. by H.Y. Moffett; illus. by A. Gladys Peck. Macmillan, c1929. 215p. illus.

Bound with Coleridge, S.T. The ancient mariner, Kubla Khan, Christabel.

I. Title

112

Main entry
card for
second part

821

C

Arnold, Matthew

Sohrab and Rustum and other poems.

Coleridge, Samuel Taylor, 1772-1834.

The ancient mariner, Kubla Khan, Christabel (by; Samuel Taylor Coleridge; edited by Tuley F. Huntington, revised by H. Y. Moffett, illustrated by A. Gladys Peck. [New York, The Macmillan company, c1929]

xiv, 103 p incl front, plates 17^m. (Half-title: New pocket classics)

With this is bound: Sohrab and Rustum and other poems (by; Matthew Arnold New York, c1929. Bibliography: p. xliii-xlv.

113

Alternative
form of entry
for second
part, using
unit card

The method of cataloging sets of books will depend, to some extent, on the type of library, but more particularly on the sets themselves. If a set has a distinctive title, that is, one more likely to be remembered than the titles of individual volumes in the set and if the set has a general index, then the cataloger may wish to keep all volumes together on the shelves. On the other hand, if the collective title is not one likely to be remembered, if each volume has a distinctive author and/or title of its own and is complete in itself, then the practice in many libraries will be to catalog each volume (or sometimes two or three volumes of the set as a unit) separately. In the latter case, the set title may be used for identification, as a series note.

817

C

Clemens, Samuel Langhorne.

The writings of Mark Twain, pseud. Author's national edition. Harper, 1869-1909.
25v. illus.

Contents.- v.1-2. The innocents abroad.- v.3-4. A tramp abroad.- v.5-6. Following the equator.- v.7-8. Roughing it.- v.9 Life on the Mississippi.- v.10-11. The gilded age.- v.12. The adventures of Tom Sawyer.- v.13. The adventures of Huckleberry Finn.- (See next card)



114

Main entry for set cataloged as a unit

817

C

Clemens, S.L. The writings of Mark Twain, pseud. 1869-1909. (Card 2)

Contents contd.- v.14. Pudd'nhead Wilson and those extraordinary twins.- v.15. The prince and the pauper.- v.16. A Connecticut yankee in

115

Extension card

917.7

C

Clemens, Samuel Langhorne.

Life on the Mississippi, by Mark Twain (Samuel L. Clemens) Harper, c1903.

527p. front.(port.) (The writings of Mark Twain. v.9)

1. Miss. River - Descr. & trav. 2. Miss. Valley - Soc. life & cust. I. Title



116

Main entry for one volume of a set, cataloged as a separate

Adaptations may be defined as "1) a rewritten form of a literary work modified for a purpose or use other than that for which the original work was intended; 2) a new version based upon one or more versions of a given work or story; 3) loosely, a free translation."--A.L.A. Glossary of library terms. 1943.

The three types of adaptations here shown represent abridgments, "retold" works and dramatizations.

(a) Abridgments, epitomes, outlines.-- Enter an abridgment, epitome, or outline under the same headings as the original work with added entry for the abridger, epitomizer, etc. (1941:25; 1908:17)

<p>1 S</p>	<p>Scott, Sir Walter, <i>bart.</i>, 1771-1832.</p> <p>- Scott's <i>Ivanhoe</i>; modernized and abridged by Carolyn Pulcifer Tamm ... illustrated by C. E. Brock ... Boston, New York [etc.], D. C. Heath and company, [1936]</p> <p>xxviii, 496 p front (port.) illus 17cm. (Golden key series)</p> <p>1/Gt Brit--Hist--Richard I, 1189-1199--Fiction. i. Tamm, Mrs Carolyn (Pulcifer) ii. Title. <i>Ivanhoe</i>. 36-10024</p> <p>Library of Congress PZ3 S43 I96 Copy 2 Copyright A 97721</p>	<p>117</p> <p>Main entry for abridg- ment</p>
------------------------------	--	---

(b) Adaptations, paraphrases, etc.-- Enter an adaptation, a paraphrase, or a free translation, as a general rule, under the same heading as the original work with added entry for the adapter, paraphraser, etc. However, if the adaptation or paraphrase has been so freely made as to bear slight kinship with the original work as in the case of many adaptations for the use of juvenile readers, or if it has become a classic in its own right, prefer entry under the adapter or paraphraser, with added entry under the author and title of the original work. In doubtful cases, prefer entry under heading used for the original work. (1941:26)

<p>821 S</p>	<p>Lang, Jeanie.</p> <p>Stories from the Faerie queen, told to the children, by Jeanie Lang, with pictures by Rose Le Quesne. New York, E. P. Dutton & co., 1905.</p> <p>ix, 115 p. 8 col. pl. (incl. front.) 15cm. (<i>Half-Hills</i>: Told to the children series)</p> <p>1. Spenser, Edmund, 1552-1590. <i>Faerie queen</i>.</p> <p>Washington, D. C. Public Library for Library of Congress</p>	<p>118</p> <p>Main entry for "retold" work; entry under adapter (See also Card 37)</p>
--------------------------------	---	--

W6-213

812 B	Bein, Albert, 1902- Let freedom ring; a play in three acts, by Albert Bein foreword by Don West. New York, Los Angeles, S French; London, S. French, ltd , 1936. ix p, 31, 3-170 p front, plates 193" "Based on the Grace Lumpkin novel 'To make my bread' "	
	1 ¹ / ₂ Lumpkin, Grace To make my bread 11 ¹ / ₂ Title Library of Congress PSS303 E376L4 1986 ____ Copy 2 Copyright D pub 40688	30-4330 812.5
812 B	Lumpkin, Grace To make my bread. Bein, Albert, 1902- Let freedom ring; a play in three acts, by Albert Bein . foreword by Don West New York, Los Angeles, S. French; London, S. French, ltd , 1936. ix p, 31, 3-170 p. front, plates. 193" "Based on the Grace Lumpkin novel 'To make my bread'."	
	Title	
812 B	To make my bread. Lumpkin, Grace Bein, Albert. Let freedom ring; a play in three acts; foreword by Don West. S. French, 1936. 170p. front., plates "Based on the Grace Lumpkin novel 'To make my bread'."	

Main entry for
dramatization

Added entry
for author of
original work

Title tracing,
verso of
Card 120

Added entry
for title of
original work

The simplest method of treating an added edition is to consider it a new work, that is, to file a complete set of cards in the catalog, with the cards for the later edition filed in front of cards for the earlier edition or editions. The term "later edition" here implies that changes have been made in the text of the book.

546
Rf

Rathbone, Lucy.
Fabrics and dress, by Lucy Rathbone . . and Elizabeth Tarpley . . Boston, New York [etc.], Houghton Mifflin company [1931],
xiii, 480 p illus 19½" (Half-title: Riverside home economics series)
"Suggested references" at end of most of the chapters, "Additional references for teachers" . p. 417;

1/Clothing and dress. 2/Dressmaking 3/Textile industry and fabrics
i. Tarpley, Elizabeth, joint author ii/Title.

123

Main entry
for earlier
edition

646
Rf2

Rathbone, Lucy.
Fabrics and dress, by Lucy Rathbone . . and Elizabeth Tarpley . . New ed. Boston, New York [etc.], Houghton Mifflin company [1937],
xiii, 480 p illus 19½" (Half-title: Riverside home economics series, ed by Alice F. Blood)
"Suggested references" at end of most of the chapters; "Additional references for teachers" . p. 417;

1/Clothing and dress. 2/Dressmaking 3/Textile industry and fabrics
i. Tarpley, Elizabeth, joint author. ii/Title.

124


Main entry
for later
edition

In the small library, different editions in which the text remains unchanged may be treated as copies. A note reading "The library has various editions of this work" may be added to the main entry and to added entry cards that are the same for all editions. On the shelf list card the various editions are recorded as copies.

822.3
As

Shakespeare, William, 1564-1616.
Shakespeare's As you like it; ed. with introduction and notes by Charles Robert Gaston . . New York, The Macmillan company; London, Macmillan & co., ltd., 1902.
lxviii, (2), 185 p. front (port.) 15". (On verso of half-title: Macmillan's pocket American and English classics)
Bibliography: p. lxiv-lxviii.

Library has various editions of the above work.
i. Gaston, Charles Robert, 1874- ed. II. Title: As you like it. 2-28002

Library of Congress  PR2803.A2G5
[42kl]

125

Main entry
for edition
with note
about other
editions in
library

When the title of a series is more likely to be remembered than the title of individual volumes in the series, or when a library wishes to have listed all the titles it has in a particular series, a series entry may be made in the catalog. The simplest method is to make an added entry card for the series title as shown in Card 24. If printed cards are available, this method has some advantages. On the other hand, it has the distinct disadvantage of filling the catalog with series titles which can be more compactly given on fewer cards. Card 128 illustrates this second method. The word "Series" is noted on the main entry cards for individual titles in the series so that corrections can be made on the series entry card for lost or withdrawn titles. It will be noted below that titles in the series have been treated as separates, that is, each has a different classification number, author letter, etc.

590.7

B

Barton, Donald R.

Before your eyes; the way of life in a museum, by Donald R. Barton. [Evanston, Ill., Row, Peterson and co., 1941,

64 p incl front, illus 23½" (The way of life series; Eric Bender, editor)

The frontispiece and illustrated t-p form a double plate

1. American museum of natural history, New York. 2. Zoological specimens—Collection and preservation. r Title. Series

41—7176

Library of Congress



QH71 A6B3

[45di]

590.74

126

Main entry
for one title
in the series

359

S

Stirling, Yates, 1872-

Warriors of the sea; the way of life in the U. S. navy, by Rear Admiral Yates Stirling, jr. [Evanston, Ill., Row, Peterson and co., 1942,

64 p illus. 23½". (Half-title: The Way of life series; Eric Bender, editor)

127

Main entry
for another
title in the
series

128

The Way of life series; Eric Bender, editor.

Library has:

590.7

B

Barton, D.R. Before your eyes. c1941.

359

S

Stirling, Yates. Warriors of the sea. 1942.

Series entry
card

It is sometimes advisable to keep all the titles in a series together on the shelf. This is done by assigning the same classification number and author letter to all volumes in the series. The call number for individual titles is made distinctive by adding, in the case of a numbered series, the specific volume or other number; and in the case of an unnumbered series, date or the first letter of the author's name. In addition to the series entry card, there will ordinarily be a set of cards for each individual title.

808.5

R

The Reference shelf; reprints of selected articles, briefs, bibliographies, debates, study outlines of timely topics. Wilson, 1926-

(For holdings in this
library, see next card)

808.5

R

The Reference shelf. (Card 2)

Library has:

Johnsen, Julia E., comp. Federal department of
education. 1926. vol. iv. no. 5

Beman, L.T., comp. Prohibition, modification of
the Volstead law. 1927. vol. v, no. 1

Beman, L.T., comp. Flood control. 1928. vol. v,
no. 7

808.5

R

Johnsen, Julia Emily, comp.

17.5

Federal department of education. Wilson, c1926.

129p. (The reference shelf, vol. iv, no. 5)

Bibliography: p. 15-25.

1. Education	2. Education and state
I. Title	Series

129

Series entry
card

130

"Library has"
card

131

Main entry
for one title
in series

Almanacs, annuals, yearbooks and similar continuations, especially if their titles are distinctive, are ordinarily entered under title with hanging indentation. A simple form of typed card is shown in the examples below. If a printed card is used, the cataloger may wish to change, in pencil, the date and volume number shown on the card to make it agree with the first volume in the library; ordinarily, however, if library holdings are plainly indicated, such changes are unnecessary in the small catalog. If there is room on the first card, holdings may be indicated there, but frequently in the case of printed cards, an extension card must be used. The note "For holdings in this library, see next card" should be plainly stamped or typed on the first card. Printed checking cards, obtainable from library supply houses, may be used to record holdings. (Cards 135, 136)

629.13 Young America's aviation annual 1940/1941- McBride
 Y 1940-
 v illus map
 Editors: 1940/1941- F P Graham and R M Cleveland
 A record, in pictures and text of the year's advances in aviation
Library has:

1941/42

1 Aeronautics I Graham, Frederick P ed

629.13

132

Main entry
for continua-
tion entered
under title

Continuations which lack distinctive title, especially addresses, proceedings, etc., are commonly entered under the name of the body responsible for publication.

353
 T Tennessee. State department.
 Tennessee blue book and official directory.

Library has:
 1939/40

1942/43

133

Main entry
for continua-
tion entered
under corpo-
rate author

"The function of a reference is to direct the user of a catalog from one of several headings under which an entry might be looked for to the one adopted (see reference), or to indicate other headings under which related subjects may be found (see also reference). This latter may always be made wherever good judgment and experience agree upon its usefulness. In making references, bear in mind the following points: (1) There must always be an entry in the catalog under the heading to which reference is made; (2) There must always be something in the catalog under the heading from which a see also reference is made; (3) Every reference must be carefully recorded so that in the event of future changes all references may be brought into line.

"Whenever a heading, whether for main or added entry, is chosen from two or more possible forms, make references freely from the alternative forms to the form of heading chosen, e.g.

- a) From parts of a compound name to the part selected as entry word.
- b) From the part of a prefix name following the prefix if entry is under the prefix, and conversely.
- c) From family name to title when entry is under title, and conversely.
- d) From pseudonym to real name when entry is under real name, and conversely.
- e) From a larger body subdivided by a smaller division, bureau, etc., if entry is directly under the smaller body, and conversely refer from a subordinate entity to the larger body of which it is a part if entry is under the latter.
- f) Refer from variant names by which an anonymous classic is known to the form chosen as uniform heading for it.
- g) Explanatory references are made when a simple reference does not in itself justify its existence, but when a brief explanation will clarify once and for all the method of treatment of a given type of entry." -- Excerpts from Rule 224, A.L.A. Catalog rules. 1941.

The form adopted for cross reference cards in this Handbook is shown on the following page. The first heading is given three spaces from the top edge of the card and eleven spaces from the left edge, that is, at second indentation. The "See" or "See also" is given one space below the entry heading and fourteen spaces from the left edge, that is, at third indentation. The heading referred to is given one space below the "See" or "See also" and eight spaces from the left edge of the card, that is, at first indentation.

Subject cross references are given in black capitals or in red lower case letters according to the practice in the particular library; other references are typed in lower case black letters.

When properly checked, the list of subject headings used will serve as the authority list, that is, as a record of headings and cross references used in the library. A record of cross references made for personal and corporate names, anonymous classics, etc., is kept in a special name authority file or "official catalog" in the large library; in the small library, the card catalog itself will serve the same purpose if the cross references are indicated on the verso of the main entry cards. In the latter case when cards are being removed from the catalog for a lost or withdrawn book, care must be taken to see that the cross reference card is not removed if there are other works by the same author entered in the catalog.

<p>Ibañez, Vicente Blasco See Blasco Ibañez, Vicente</p> <p>○</p>	<p>137</p> <p>Name cross reference</p>
<p>FARMING See AGRICULTURE</p>	<p>138</p> <p>"See" subject reference</p>
<p>AGRICULTURE See also DAIRYING DOMESTIC ANIMALS SOILS</p>	<p>139</p> <p>"See also" subject reference</p>
<p>BIOGRAPHY</p> <p>The above heading is used for very general works, that is, works about the <u>writing</u> of biography or collections of biography not limited to any special class of persons or to any particular locality.</p> <p>For biography of a special class of persons, see the name of that class, as SCIENTISTS; for the biography of an individual, see the name of that individual, as COLERIDGE, SAMUEL TAYLOR.</p> <p>If you are unable to find what you want, see the librarian.</p> <p>○</p>	<p>140</p> <p>General reference</p>

Accession.- (n.) A book or other similar material acquired by a library for its collections. (v.) To record books and other similar material added to a library in the order of acquisition.

Accession number.- The number given to a volume in the order of its acquisition.

Accession record.- A record of the volumes added to a library in the order in which they are received.

Adaptation.- 1. A rewritten form of a literary work modified for a purpose or use other than that for which the original work was intended. 2. A new version based upon one or more versions of a given work or story. 3. Loosely, a free translation.

*Added entry.- A secondary entry, i.e., any other than the main entry. There may be added entries for editor, translator, title, subjects, series, etc. See also General secondary entry, Main entry.

*Alternative title.- A subtitle introduced by "or" or its equivalent; e.g., Hypatia; or, New foes with an old face. See also Subtitle.

*Analytical entry.- The entry of some part of a work or of some article contained in a collection (volume of essays, serials, etc.) including a reference to the publication which contains the article or work entered.

*Anonymous book.- A book is considered anonymous if the author's name does not appear in the book itself.

Anonymous classic.- A work of unknown or doubtful authorship, commonly designated by title, which may have appeared in the course of time in many editions, versions and/or translations.

Author.- 1. The writer of a book, as distinguished from the translator, editor, etc. 2. In a broader sense, the maker of the book or the person who collects and puts together the writings of several authors (editor or compiler) may be said to be the author or a collection. A corporate body may be considered the author of publications issued in its name or by its authority.

*Author entry.- An entry of a work in a catalog under its author's name as heading, whether this be a main or an added entry. The author heading may consist of a personal or a corporate name or some substitute for it, e.g., initials, pseudonym, etc.

Authority file.- An official list of forms selected as headings in a catalog, giving author and corporate names and for the form of entry of anonymous classics the sources used for establishing the forms, together with the variant forms. If the list is a name list, it is sometimes called Name list and Name file.

Bastard title, see Half-title.

*Binder's title.- The title lettered on the book by the binder, as distinguished from the title on the publisher's original binding or cover. (cf Cover-title)

Call number.- Letters, figures, and symbols, separate or in combination, assigned to a book to indicate its location on shelves. It usually consists of class number and book number.

Caption title.- The title of a work given at the beginning of the first page of the text. See also Half-title.

Catalog.- A list of books, maps, etc., arranged according to some definite plan. As distinguished from a bibliography it is a list which records, describes, and indexes the resources of a collection, a library, or a group of libraries. See also Dictionary catalog.

Catch title, see Partial title.

Collate.- 1. To ascertain, usually by examination of signature, pages, leaves, and illustrations, whether or not a copy of a book is

complete and perfect; also to compare it with descriptions of perfect or apparently perfect copies found in bibliographies. 2. To compare minutely, page for page, and line for line, in order to determine whether or not two books are identical copies or variants.

Collation.-- That part of the catalog entry which describes the work as a material object, enumerating its volumes, pages, size, etc., and the type and character of its illustrations.

Compiler.-- One who produces a work by collecting and putting together written or printed matter from the works of various authors. Also, one who chooses and combines into one work selections or quotations from one author.

Compound name.-- A name formed from two or more proper names, often connected by a hyphen, a conjunction, or a preposition.

Continuation.-- 1. A work issued as a supplement to one previously issued. 2. A part issued in continuance of a book, a serial, or a series.

Conventional title, see Uniform title.

Copy.-- 1. A single specimen of a printed work. 2. One of the (theoretically) identical specimens of a work which together make up an edition, impression, or issue. Different copies may be printed on different qualities of paper; when printed in a different format they are to be considered different editions.

Copyright.-- The exclusive privilege of publishing and selling a work, granted by a government to an author, composer, artist, etc.

Copyright date.-- The date of copyright as given in the book, as a rule on the back of the title leaf.

Corporate entry.-- An entry under the name of a society, institution, government department, bureau, or other organized body, for works issued in its name or by its authority, whether this be a main or an added heading.

Cover-title.-- The title printed on the original covers of a book or pamphlet, or lettered or stamped on the publisher's binding, as distinguished from the title lettered on the cover of a particular copy by a binder. (cf. Binder's title)

Cross reference, see Reference.

Dictionary catalog.-- A catalog, usually on cards, in which all the entries (author, title, subject, series, etc.) and their related references are arranged together in one general alphabet. The subarrangement frequently varies from the strictly alphabetical.

Edition.-- All the impressions of a work printed at any time or times from one setting of type, including those printed from stereotype or electrotype plates from that setting (provided, however, that there is no substantial change in or addition to the text, or no changes in make-up, format, or character of the resulting books). A facsimile reproduction constitutes a different edition.

*Editor.-- One who prepared for publication a work or collection of works not his own. The editorial labor may be limited to the preparation of the matter for the printer, or it may include supervision of printing, revision (restitution) or elucidation of the text, and the addition of introductions, notes and other critical matter.

Entry.-- A record of a book in a catalog or list. See also Heading, and the various types of entry, e.g. Main entry, Author entry, Added entry, Title entry, Analytical entry, Series entry.

Entry word.-- The word by which the entry is arranged in the catalog; usually the first word of the heading. Called also Filing word. (cf. Heading)

Explanatory reference, see General reference.

Explanatory title, see Partial title.

Format.- 1. In a strict sense, the number of times the original sheet has been folded to form the leaves of the book, e.g. folio (folded once, making two leaves); quarto (folded twice, making four leaves); octavo (folded four times, making eight leaves). Less strictly, the general proportions and approximate size of a book, etc., which would result from such folding. 2. Loosely, the general appearance and physical make-up of a book, etc., including proportions, size, quality and style of paper and binding, typographical design, margins, illustrations, etc.

General reference.- A blanket reference in a catalog to the kind of heading under which one may expect to find entries for material on subjects or entries for particular kinds of names.

General secondary entry.- The term ... sometimes applied to an added entry for a person or corporate body whose relation to the work in hand cannot be indicated in the heading by the use of some specific designation such as editor, translator, illustrator, etc.

Half-title.- 1. A brief title (of a book, a series, or a collection) without imprint and usually without the author's name, printed on a separate leaf preceding the main title-page. Called also Fly title, Bastard title, False title. 2. A brief title, printed on a separate leaf or page, preceding the text or introducing sections of a work. 3. By extension, the page or leaf bearing the half-title, although strictly these should be called half-title page and half-title leaf.

Hanging indentation.- A form of indentation in which the first line begins at author indentation and succeeding lines at title indentation.

Heading.- The word, name, or phrase used at the head of an entry to indicate some special aspect of the book (authorship, subject content, series title, etc.) and thereby to bring together in the catalog associated and allied material. See also Entry word.

Imprint.- 1. The place and date of publication, and the name of the publisher or the printer (or sometimes both); ordinarily printed at the foot of the title page. 2. The statement giving such information in a bibliographical description of a printed work.

Indentation.- Specifically, the distance from the left edge of the catalog card at which, according to predetermined rules, the various parts of the description and their subsequent lines begin.

Joint author.- A person who collaborates with one or more associates to produce a work in which the contribution of each is not separable from that of the others.

Main entry.- A full catalog entry, usually the author entry, giving all the information necessary to the complete identification of a work. This bears also the tracing of all the other headings under which the work in question is entered in the catalog. The main entry, used as a master card, may bear in addition the tracing of related references and a record of other pertinent official data concerning the work.

See also Author entry, Corporate entry, Heading, Tracing, Unit card.

Official catalog.- A catalog for the use of the library staff only.

Partial title.- One which consists of a secondary part of the title as given on the title-page. It may be a catch title, a subtitle, or an alternative title.

Pseudonym.- A false name assumed by an author to conceal his identity.

*Reference.- A direction from one heading to another.

Reference card.- A catalog card bearing a cross reference.

*Running title.- The title repeated at the top of each page of the book or of a section.

Secondary entry, see Added entry.

"See also" Reference.- A direction in a catalog from a term or name under which entries are listed to another term or name under which

additional or allied information can be found.

"See" reference.- A direction in a catalog from a term or name under which no entries are listed to a term or name under which entries are listed.

*Serial.- A publication issued in successive parts, usually at regular intervals, and, as a rule, intended to be continued indefinitely. Serials include periodicals, annuals (reports, yearbooks, etc.) and memoirs, proceedings, and transactions of societies.

Series.- 1. A number of separate works, usually related to one another in subject or otherwise, issued in succession, normally with the same publisher and in uniform style, with a collective title which generally appears at the head of the title-page, on the half-title, or on the cover. 2. Each of two or more volumes of essays, lectures, articles, or other writings, similar in character and issued in sequence, e.g. Lowell's Among my books, second series. 3. Several successive volumes of a periodical or other serial publication numbered separately in order to distinguish them from preceding or following volumes of the same publication, e.g. Notes and queries, 1st series, 2d series, etc.

*Series entry.- A brief entry of the several works in the library which belong to a series under the name of that series as heading.

*Series note.- A note stating the name of a series to which a book belongs. This series note ordinarily follows the collation.

Shelf list.- A record of the books in a library arranged in the order in which they stand on the shelves.

Subject card.- A catalog card bearing a subject entry.

Subject entry.- An entry in a catalog or a bibliography under a heading that indicates the subject.

Subject heading.- A word or a group of words indicating a subject under which all material dealing with the same theme is entered in a catalog or a bibliography, or is arranged in a file.

Subtitle.- The explanatory part of the title following the main title, e.g. The creative adult; self-education in the art of living. See also Alternative title.

*Title.- 1. In the broad sense, the distinguishing name of any written production as given on the title-page, including the name of the author, editor, translator, and edition, etc., but excluding the imprint. 2. In a narrow sense the title does not include the name of the author, editor, etc. See also Alternative title, Binder's title, Caption title, Cover title, Half-title, Partial title, Running title, Subtitle.

Title entry.- The record of a work in the catalog under the title, generally beginning with the first word not an article. A title entry may be a main or an added entry.

Tracing.- The record on the main entry card of all the additional headings under which the work is represented in the catalog. Also, the record on the main entry card or on an authority card of all the related references made. The tracing may be on the face or on the back of the card, or on an accompanying card. See also Main entry.

Uniform title.- The distinctive title by which a work which has appeared under varying titles and in various versions is most generally known.

Unit card.- A basic catalog card, in the form of a main entry, which when duplicated may be used as a unit for all other entries for that work in the catalog by the addition of appropriate headings ... See also Added entry, Main entry.

* From A.L.A. Catalog rules. 1908. All other terms are quoted by permission of the publisher from the A.L.A. Glossary of library terms. Chicago, A.L.A., 1943.

The following is a list of suggested abbreviations for the names of publishers most commonly found on title pages. These may be used in place of the full name in the imprint on simplified typed cards.

Allyn	Allyn & Bacon
Am. bk.	American book company
A.L.A.	American library association
Appleton	D. Appleton-Century company
Barnes	A. S. Barnes & company
Blakiston	The Blakiston company
Blue ribbon	Blue ribbon books
Boni	Albert & Charles Boni
Bowker	R. R. Bowker company
Burt	A. L. Burt company
Cambridge	Cambridge university press
Century	Century company
Coward	Coward-McCann, inc.
Crowell	T. Y. Crowell company
Day	John Day company
Dent	J. M. Dent & sons
Dodd	Dodd, Mead & company
Doubleday	Doubleday, Doran & company
Dutton	E. P. Dutton & company
Farrar	Farrar & Rinehart, inc.
Faxon	F. W. Faxon company
Funk	Funk & Wagnalls company
Ginn	Ginn and company
Govt. print. off.	U. S. Government printing office
Grosset	Grosset & Dunlap, inc.
Harcourt	Harcourt, Brace & company
Harper	Harper & brothers
Heath	D. C. Heath & company
Holt	Henry Holt & company, inc.
Houghton	Houghton Mifflin company
Knopf	Alfred A. Knopf
Lippincott	J. P. Lippincott company
Little	Little, Brown & company
Liveright	Horace Liveright; Liveright pub. corp.
Longmans	Longmans, Green & company
Lothrop	Lothrop, Lee & Shepard company
McClurg	A. C. McClurg & company
McGraw	McGraw-Hill book company
Macmillan	The Macmillan company
Morrow	William Morrow & company
Oxford	Oxford university press
Page	L. C. Page & company
Prentice	Prentice-Hall, inc.
Putnam	G. P. Putnam's sons
Rand	Rand McNally & company
Revell	Fleming H. Revell company
Row	Row, Peterson & company
Scott	Scott, Foresman & company
Scribner	Charles Scribner's sons
Silver	Silver, Burdett & company
Simon	Simon & Schuster, inc.
Stokes	Frederick A. Stokes company

Van Nostrand	D. Van Nostrand company
Viking	Viking press, inc.
Wiley	John Wiley & sons
Wilson	H. W. Wilson company
Winston	John C. Winston company
World bk.	World book company

SELECTED AIDS

Akers, Susan G. Simple library cataloging. 3d ed., rev. A.L.A., 1944. \$2.25

American library association. Catalog rules; author and title entries. A.L.A., 1908. \$1.25

---- Preliminary American 2d ed. A.L.A., 1941. \$6.00

Gutter, C.A. Two-figure alphabetic order table. H. R. Hunting co. \$2.50

Dewey, Melvil. Abridged decimal classification and relative index. Ed. 6. Forest press, inc., 1945. \$4.00

Johnson, Margaret F. Manual of cataloging and classification for small school and public libraries. 3d ed., rev. H. W. Wilson, 1939. 90¢

Mann, Margaret. Introduction to cataloging and classification of books. 2d ed. A.L.A., 1943. \$3.25

Sears, Minnie E. List of subject headings for small libraries. 5th ed. H. W. Wilson, 1944. \$2.75

Smith, Elva S. Subject headings for children's books. A.L.A., 1933. \$3.25

In addition to the above, the Children's catalog, the Standard catalog for high school libraries and the Standard catalog for public libraries, all sold on the service basis by the H. W. Wilson company, should be listed as practically indispensable tools for the cataloger. In addition to descriptive and bibliographic information about books and other materials suitable for the types of libraries indicated, the lists help to establish form of authors' names, suggest classification numbers and subject and other added entries, give L.C. card order numbers and indicate titles for which Wilson cards are available.

Addresses of publishers mentioned above are: American Library Association, 50 E. Huron Street, Chicago 11, Ill.; H. W. Wilson Company, 950-972 University Avenue, New York, N.Y.; Forest Press, Inc., Lake Placid Club, N.Y.; The H. R. Hunting Company, Springfield 5, Mass.

The numbers preceded by the abbreviation "p." refer to page numbers; others refer to card numbers.

Abridgments	117	Compound names	
Adaptations	p.48	With hyphen	43,102
Abridgments	117	Without hyphen	45,137
Dramatizations	119	Contents note	26,52,61,93,96,99
"Retold" works	37,118	102, 105	
Added copies	9	Continuations	p.53
Added editions	p.50;124,125	Addresses, proceedings, etc.	134
Added entry		Almanacs, yearbooks, etc.	132,133
Compiler	84	Copies	9
Editor	17	Corporate authors	
General secondary	46	Government body	80
Illustrator	15,85	Institutions	76,77
Joint author	13,38	Miscellaneous	78,79
Series title	24	Societies	75
Subject	7,21,22,27,31,39,51,68	Cross references	p.55
Title	8,23,28,32,35,36,41,66	General	140
Translator	56	Name	11,44,53,58,62,72,81,137
Addresses, proceedings, etc.	134	Subject, "See"	138
Almanacs, yearbooks, etc.	132,133	Subject, "See also"	139
Alternative title	42	Dramatizations	119
Amperсанд	37	Editions	p.50
Analytics	p.41	Statement in body of card	4,12
Author	100	93	
Subject	104,107,109	Statement in note	1,34,76
Title	98,101	Treated as added copy	125
Anonymous books		Treated as new work	124
Author known	73	Editor	
Author unknown	74	Added entry	17
Anonymous classics	p.36;83	Main entry	64,93,105
Author analytic	100	Name in series note	20,43
Author names		Name in title	16,63,76,110
Compound	43,45,102,107	Explanatory title	4,34,43,75
Married women	40	Extension card	94,115,130
Noblemen	61,63,117	General cross reference	140
Prefix	20,49,50,52,54,55,57,59	General secondary entry	46
Pseudonymous	10,69,71,114	Government publications	
Secondary fullness in	115,128	Govt. body as author	80
150		Personal author	82
Bible	86,87,88	Hanging indention	95,128,129,132
As subject	68	Illustrator	
Bound withs	110,112	Added entry	15,85
Card 2	94,115,130	Main entry	67,73
Catch title	48	Name in title	14,37,40,45,64,83
Collections	p.39	Independents	110,112
Under ed. or comp.	64,65,93,99	Institutions	
Under first author	89	Entry under name	77
Under title	95	Entry under place	76
Compiler		Inverted title	66
Added entry	84	Joint author	
Main entry	99	Added entry	13,38
Name in title	83,99	Name in title	12,37,102,123

- "Library has" card 128,130
 Library of Congress cards p.13
 Married women 40
 Miscellaneous corporate
 bodies 78,79
 Noblemen 61,63,117
 Notes p.8
 Bibliographic 4,5,36,43,69,79
 Contents 26,52,61,93,96,99,102
 Descriptive 3,20,30,50,65,95,119
 Series 4,16,20,37,52,57,59
 Open entry 129,132
 Partial title
 Alternative 42
 Catch 48
 Explanatory 4,34,43,75
 Personal names
 Compound 43,45,102,137
 Married women 40
 Noblemen 61,63,117
 Prefix 20,49,50,52,54,55,57,59
 Pseudonymous 10,69,71,114
 Secondary fullness in 115,128
 130
 Prefix names
 Anglicized 20,49,50
 French 52,54
 German or Dutch 55
 Italian 57
 Spanish 59
 Pseudonymous names
 Entry under pseudonym 71
 Entry under real name 10,69,114
 Printed catalog cards p.13
 Library of Congress p.13
 H. W. Wilson p.17
 Reference cards p.55
 General 140
 Name 11,44,53,58,62,72,81,137
 Subject "See" 138
 Subject "See also" 139
 "Retold" works 37,118
 Sacred works 86,87,88
 Second card 94,115,130
 Secondary entry
 Compiler 84
 Editor 17
 General 46
 Illustrator 15,85
 Secondary entry (Contd.)
 Joint author 13,38
 Series title 24
 Subject 7,21,22,27,31,39,51,68
 Title 8,23,28,32,35,36,41,66
 Translator 56
 Secondary fullness in author
 names 115,128,130
 "See" references
 Name 11,44,53,58,62,72,81,137
 Subject 138
 "See also" references 139
 Selections 16
 Series entry 128,129
 Added entry for title 24
 Series note 4,16,20,37,52,57,59
 Sets 61,114
 Shelf list card 9,25,29,33
 Societies 75
 Subject analytic 104,107,109
 Subject entry 22,27,31
 Corporate name 21
 Personal name 39,51,107
 With subdivision 7,39
 Subject reference
 "See" 138
 "See also" 139
 Subtitle 4,34,43,75
 Title entry
 Added entry 8,23,28,35,36,41,42
 47,66
 Main entry 73,95,132
 Title analytic
 Author of part same as author 98
 of whole
 Author of part different from 101
 author of whole
 Titles of honor 61,63,117
 Tracings p.4
 Translator
 Added entry 56
 Name in title 55,57,59,88
 Typed catalog cards p.6
 Uniform entry
 Anonymous classics p.36;83
 Sacred works 86,87,88
 Unit card p.4;1,2,3,4
 Volumes in collation 61,114
 Wilson cards p.17

